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EDUCATION DEPARTMENT, BURMA

THE
Vernacular Education Code
1932

FIRST EDITION

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Supdt., Govt. Printing and Stationery, Burma

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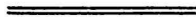
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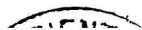
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LOCAL GOVT. (EDUCATION) DEPARTMENT
(Ministry of Education).

NOTIFICATION.

Rangoon, the 9th March 1932.

No. 2.—In exercise of the powers conferred by section 193 (f) of the Burma Municipal Act, 1898, and section 79 (1), clauses (b), (f), (p) and (aa) of the Burma Rural Self-Government Act, 1921 and of all other powers enabling it in this behalf, the Government of Burma is pleased to make the following Rules, in supersession of all previous rules and instructions issued under these Acts for the regulation of Vernacular Education. These rules shall be called—

The Vernacular Education Code, 1932

[NOTE.—These rules will be substituted for Chapter II of the Burma Rural Self-Government Rules].

CHAPTER I.—LOCAL EDUCATION AUTHORITIES.

1. For the purposes of this Code, “Local Authority” means and includes a Municipal Committee, a Town Committee, a District Council and a Deputy Commissioner in charge of a Deputy Commissioner’s Local Fund.

“Local Education Authority” means the Authority appointed under any law or rule or order of the Government of Burma to be in charge of Vernacular Education in the area of any Local Authority. It includes all Municipal and Town Committees which have not joined in the formation of Joint School Boards, all District School Boards and Joint School Boards, and all Deputy Commissioners in charge of Deputy Commissioner’s Local Funds.

“School Board” means and includes any Joint School Board or District School Board appointed under these rules.

2. A District Council at its first meeting after its election shall decide whether it wishes to combine with any Municipal Committee or Committees to form a Joint School Board. If it so decides, it shall pass a resolution to that effect and shall send a copy, through the Deputy Commissioner to the Commissioner, and shall also send copies to the Municipal Committee or Committees concerned.

3. Every Municipal Committee receiving a copy of any such resolution shall hold a meeting as early as may be, and shall decide whether it wishes to combine with the District Council to form a Joint School Board. If it decides against so combining, it shall inform the District Council forthwith. If it

[] Inserted by Local Government (Education) Department Notification No. 5, dated the 12th August 1932.

decides in favour of forming a Joint School Board it shall pass a resolution to that effect and send a copy through the Deputy Commissioner to the Commissioner, and shall also send a copy to the District Council and other Municipalities concerned.

4. On receipt of such resolutions from a District Council and from a Municipal Committee or Committees, the Commissioner shall, if the resolutions are in order, notify in the *Burma Gazette* the establishment of a Joint School Board for the areas included in their jurisdictions, the number of members that shall be appointed thereto by the District Council and by each Municipal Committee respectively, and the date with effect from which the Joint School Board shall enter on its duties.

5. Upon the publication of such notification by the Commissioner, the District Council and the Municipal Committee or Committees shall proceed to appoint the number of members prescribed unless they desire to make an appeal to the Local Government under the provisions of section 9 (2) (b) of the Burma Rural Self-Government Act, 1921, in which case they must await the decision of the appeal.

6. (1) If any constituent Local Authority desires to withdraw from a Joint School Board, it shall pass a resolution to that effect and send copies through the Deputy Commissioner to the Commissioner, and through the Joint School Board to each of the other local authorities concerned.

(2) If the members of a Joint School Board decide by a majority that any one of the Local Authorities constituting the Board shall withdraw from it, the Board shall pass a resolution to that effect and send copies thereof through the Deputy Commissioner to the Commissioner, and to the Local Authority concerned.

(3) The Commissioner, after such enquiry and reference as he may think fit, shall notify the withdrawal of such Local Authority from the Joint Board. The withdrawal shall take effect from the next financial year.

7. Where a District Council decides at its first meeting not to appoint a Joint School Board, it shall proceed to appoint not less than six and not more than twelve of its members to be the District School Board for the area within its jurisdiction.

8. The District School Board or Joint School Board so appointed shall, at their first meeting decide what persons they desire to co-opt as members of the Board, and may from time to time add to the persons so co-opted within the limits prescribed by sub-section (3) of section 9 * of the Burma Rural Self-Government Act.

9. Deputy Commissioners may at their discretion appoint Advisory School Boards to help them in the administration of Vernacular Education in excluded areas.

* I.e., one-third of the number of members appointed.

CHAPTER II.—FINANCE.

NOTE.—The finance of Vernacular Education is regulated by the Burma Municipal Act and the Burma Rural Self-Government Act, and the Rules thereunder. Extracts are reproduced below for ready reference.

A.—MUNICIPAL AND TOWN COMMITTEES.

(*Burma Municipal Act, 1898.*)

Section 73.—(1) There may be formed for each municipality a school fund to which shall be credited :—

- (a) the fees levied in schools maintained at the cost of the school fund ;
- (b) any assignment that may be made to the school fund from Imperial or Provincial Funds or from any district or local fund ;
- (c) any other funds or income that may be entrusted to the Committee for the promotion of education ;
- (d) any sums assigned for educational purposes from the Municipal Fund.

(2) The Local Government may fix for the Municipality the minimum proportion of the Municipal Fund that shall be yearly assigned to the school fund under clause (d) :—

Provided that the minimum so fixed shall not exceed five per centum on the gross annual income of the Municipality.

(3) No expenditure, except expenditure for the promotion of education, shall be charged against the school fund. In case of doubt, the Commissioner shall decide whether any expenditure is or is not for the promotion of education, and his decision shall be final.

Section 77.—(1) The Committee may delegate to a school sub-committee the management of the school fund.

(2) The school sub-committee formed under sub-section (1) shall consist of such members of the Committee as may be appointed by the Committee for this purpose, and of such other persons (if any) as may be nominated for this purpose by the Committee, the Local Government, or the Commissioner under rules made by the Local Government in this behalf.

(3) Every school sub-committee shall elect a Chairman.

(4) When the management of school fund has been delegated in manner provided by sub-section (1) disbursement therefrom may be made under the signature of the Chairman of the school sub-committee and one other member of such school sub-committee

Section 79.—(1) The management, control and administration of every public institution maintained out of the Municipal Fund shall vest in the Committee :

Provided that the extent of the independent authority of the Committee in respect of any such institution may be prescribed by the Local Government.

Provided also that the Committee may delegate its authority over schools maintained or aided by it to a school sub-committee, if any, formed under section 77.

Section 190.—(1) The Committee shall submit before such date in each year as may be directed by the Local Government, for the sanction of such authority as the Local Government may appoint in this behalf, an estimate of its probable receipts for the financial year next following, with proposals for expenditure and may, from time to time, submit in like manner further estimates or proposals in modification of those submitted as aforesaid.

(2) No expenditure shall be incurred by a Committee, unless it is provided for in an estimate and proposals sanctioned under this section.

B.—DISTRICT AND JOINT SCHOOL BOARDS.

(*Burma Rural Self-Government Act, 1921.*)

Section 38.—(1) There shall be formed, for each district in which a School Board has been established under section 9 of this Act, a fund, to be known as the District School Fund, which shall vest in the case of a District School Board in the District Council, or in the case of a Joint School Board jointly in the District Council and the Municipal Committee or Committees which has or have combined with such Council for the appointment of such Board and there shall be placed to the credit thereof—

- (a) all sums contributed to the District School Fund by local bodies, or by Government, or by private persons ;
- (b) all school fees or other money received by the School Board in the discharge of any functions exercised by it under this Act, or the orders and rules made thereunder.

(2) The balance standing to the credit of the District School Fund shall be kept in the Government Treasury of the district or, with the previous sanction of the Local Government, in such bank at the headquarters of the district as may be approved by the Local Government in this behalf.

Section 39.—The District School Fund shall, subject to rules made by the Local Government in this behalf, be applicable to—

- (a) expenses incidental to the maintenance and development of vernacular schools under the management of the School Board ;
- (b) grants-in-aid payable to vernacular schools under private management ;
- (c) payment of scholarships to pupils in vernacular schools ;
- (d) grants for the encouragement of school games and athletics ;
- (e) expenses incidental to the several matters specified in section 9 ;
- (f) expenses incidental to the audit of the fund ;
- (g) payment, at such rates and subject to such limitations as the Local Government may by rule direct, of the travelling expenses incurred by members in attending meetings, or while travelling solely on the business of the School Board ;

- (h) advances granted to officers and servants of the School Board for the purpose of enabling them to acquire or construct residences for themselves, or for any other purpose for which advances may be made to Government servants ;
- (i) payment of any expenses that may be incurred through the default of the School Board in carrying out any of the duties imposed on it by this Act, or the orders and rules made thereunder ;
- (j) payment of any other expenses which the District School Board with the sanction of the District Council, or the Joint School Board with the sanction of the Commissioner may declare to be an appropriate charge on the District School Fund.

Section 44.—(1) Every School Board shall appoint a finance committee of not less than three of its members.

(2) Every School Board shall, on or before such date in each year as may be prescribed either generally or specially by the Commissioner, hold a meeting, at which the finance committee shall submit to the School Board an estimate of the income and expenditure of the School Board for the next ensuing financial year, in such form as the Local Government may by rule direct.

(3) The School Board shall consider the estimate and may provisionally approve it with or without modification.

(4) The School Board shall, on or before such date in each year as may be prescribed either generally or specially by the Commissioner, cause copies of the estimate, as provisionally approved by it, to be sent to the District Council, and if the School Board is a Joint School Board, to the Municipal Committee or Committees which is or are represented on the School Board.

(5) In the case of a District School Board, the District Council shall signify in writing its approval or disapproval of the estimate. If it disapproves of the estimate it shall modify it accordingly. In the case of a Joint School Board, the District Council and Municipal Committee or Committees, as the case may be, shall consider the estimate and on their approving the same in its entirety or with modification, shall signify their approval as the case may be, in writing to the Joint School Board. In the event of any disagreement between the District Council and the Municipal Committee or Committees, the matter shall be referred to the Commissioner, whose decision shall be final.

(6) When the estimate has been finally approved, no expenditure, which is not provided for therein, shall be incurred during the year for which such estimate has been framed, except with the previous approval of the Local Bodies represented on the School Board.

Rules relating to the finance of School Boards (Rules 17—22 of the Burma Rural Self-Government Rules, Chapter VII).

17. The District Council shall set apart and apply annually out of the District Fund,—

- (a) first, such sums as may be required for the payment of any amounts falling due on any loan legally contracted by it ;
- (b) secondly, such sum as may be required to meet the charges of its own establishment including such subscriptions, payments, and contributions, as are referred to in sections 22 and 23 ;

- (c) thirdly, such sums as may be required to pay the expenses of pauper lunatics and pauper lepers sent to public asylums from the District Council area, the expenses incurred in auditing the accounts of the Council and such portion of the cost of the Provincial Departments of Education, Sanitation, Vaccination, Medical Relief and Public Works, as may be deemed by the Government of Burma to be equitably debitable to the Council in return for services rendered to it by such departments or any of them ;
- (d) such fixed assignment to the District School Fund as may have been determined under the next succeeding rule ;
- (e) such assignment to any Municipal Hospital under the Hospital Finance Scheme as may be due from the District Fund under any general or special orders of Government.

The application of the District Fund to the payment of the charges and expenses set out in section 36 shall be subject to the priority of the obligations set out in this rule.

18. At the first meeting of a District Council after its election, the Secretary shall lay before the Council a statement showing the general financial position of the Fund, and the Council, after considering the financial position and having due regard to the other claims on its funds shall pass a resolution to pay a certain fixed assignment to the Fund of the District (or Joint) School Board annually during the life of the Council, the amount of which shall not exceed the average of the actual assignments lawfully made by the District Council to the School Board during the previous triennium.

Such fixed assignment shall rank as a prior charge on the District Fund as set forth in the last preceding rule.

19. The specific sanction of the Commissioner shall be required to the making of an assignment to the School Board in excess of the amount fixed under the last preceding rule, and shall be given only if the recurring annual expenditure of the Council, including the proposed increased assignment, is less than the normal annual income.

20. The Commissioner's sanction may be given either (a) before the making of budget provision for the payment of the annual assignment, in which case it shall hold good, unless specifically cancelled, for the annual amount so sanctioned during the whole life of the District Council ; or (b) on a proposal to make supplementary contributions not provided in the sanctioned budget. In this case sanction shall be given only if funds can be provided to meet the charge by re-appropriation carried out in accordance with the rules, and shall expire at the end of the financial year in which the sanction is given.

Rules regarding Application of District School Fund [Section 79 (1) (p)].

21. The District School Board shall set apart and apply annually out of the District School Fund,—

- (a) first, such sum as may be required for the payment of any amounts falling due on any loan legally contracted by it ;
- (b) secondly, such sum as may be required to meet the charges of its own establishment (including teachers employed in any Board School) including such subscriptions, payments and contributions as are referred to in sections 22 and 23 ;
- (c) thirdly, the expenses incurred in auditing the accounts of the School Board, and such portion of the cost of the Provincial

Departments of Education, Medical Relief and Public Works as may be deemed by the Government of Burma to be equitably debitable to the School Board in return for services rendered to it by such departments or any of them.

The application of the District School Fund to the payment of the charges and expenses set out in section 39 shall be subject to the priority of the obligations set out in this rule.

22. The District School Board shall not recognise any school or undertake any commitment which will involve an increase in expenditure beyond the amount sanctioned in the Budget Estimates, until funds have been provided either by re-appropriation under due sanction as laid down by rule, or by a special contribution from the District Fund, given under due sanction as provided in Rule 20. (*See also Chapter V, Rule 1 post*).

CHAPTER III.—FUNCTIONS OF THE EDUCATION DEPARTMENT.

1. *The Director of Public Instruction.*—The Director of Public Instruction may make recommendations to Local Education Authorities and these recommendations shall be considered by them.

2. *The Inspector of Schools.*—(a) Subject to the general control of the Director of Public Instruction, the Inspector of Schools shall act as Adviser to the Local Education Authorities. The Inspector of Schools or any officer authorised by him shall have the same right of being present at a meeting of the Local Education Authorities and of taking part in its discussion as if he were a member, and may at any time make a statement or explanation of facts, but shall not vote upon or move any motion at any such meeting.

(b) The Inspector of Schools is responsible for the inspection of all Board and Recognized Schools in his Circle.

(c) The Inspector of Schools, besides addressing Local Education Authorities as need arises, will submit annual reports on vernacular education in each administrative area to the Director of Public Instruction, who will forward them with his comments to the Local Education Authorities.

(d) The Inspector's duties in connection with recognition of schools are defined in rules 3 and 4 of Chapter V.

3. *The Deputy Inspector and Sub-Inspector of Schools.*—(a) The Deputy Inspector of Schools or Sub-Inspector will inspect regularly all Board and Recognized Schools in his area.

(b) Deputy Inspectors shall in the absence of Inspectors act as advisers to the Local Education Authorities. The Local Education Authority is not bound to follow the advice of the Inspector or other officer authorised by him to be present at the meetings of the Local Education Authority but when it does not follow such advice shall record its reasons.

(c) The Deputy and Sub-Inspectors will submit diaries monthly and special reports as need arises to the Inspector of Schools who will forward to the Local Education Authorities such extracts from the diaries and reports as call for their attention. Inspectors of Schools may also authorise Deputy Inspectors to make representations and recommendations direct to the Local Education Authorities provided that these representations and recommendations are promptly reported to the Inspectors.

CHAPTER IV.—CLASSIFICATION.

1. Schools under the control of the Local Education Authorities shall be classified—

- (i) primarily, with reference to the authority responsible for the maintenance and management of such schools, as—
 - (a) Schools, for the maintenance and management of which the Local Education Authority is solely responsible (referred to in this Code as "Board Schools");
 - (b) Schools, under private management (referred to in this Code as "Recognized Schools"), for the maintenance and management of which private persons or bodies are in the first place responsible but which the Local Education Authority may assist by grants-in-aid; and
- (ii) secondarily, with reference to the grade of instruction provided, as—
 - (a) Primary Schools teaching not beyond the IV standard;
 - (b) Middle Schools teaching beyond the IV but not beyond the VII standard;
 - (c) High Schools, teaching beyond the VII standard.

2. The Local Education Authority shall maintain a register of all schools in the area within its jurisdiction classified in accordance with these categories.

3. *Duties and Powers of the Local Education Authorities.*—The duties and powers of Local Education Authorities include—

- (a) the establishment, management, visiting and maintenance of all Board Schools within their jurisdiction, the construction and repair of all buildings connected therewith, and the appointment and pay of the teaching staff;
- (b) the recognition, control, visiting and support of recognised schools within their jurisdiction;
- (c) the maintenance of a register classified as in rule 2 above of all schools recognised by them;
- (d) the appointment, dismissal and promotion of teachers in Board Schools except teachers lent by Government who will be dealt with by the Director of Public Instruction in consultation with the Board. Promotion and increments to salary should be regulated by length of service, qualifications and the report of the Inspector of Schools;
- (e) the appointment at their discretion of School Committees for the management of [single Board school or groups of Board schools] under their jurisdiction;
- (f) supplying the Inspector and Deputy Inspectors of Schools with copies of minutes of all their meetings or the meetings of School Committees appointed by them;
- (g) supplying the Inspector and Deputy Inspectors of Schools with returns required for the compilation of Provincial statistics;

N.B.—It is not the duty of members of School Boards or Committees to conduct school examinations or otherwise to test in the schools the attainments of their pupils or the efficiency of their teachers.

[] Amended by Local Government (Education) Department Notification No. 5, dated the 12th August 1932.

- (h) supplying the Director of Public Instruction and the Inspector of Schools yearly with copies of sanctioned Budgets and annual statement of expenditure incurred on account of Vernacular Education ;
- (i) supplying the Deputy Inspectors of Schools with copies of letters permitting schools to close or granting leave of absence to teachers ;
- (j) notifying the Inspector and Deputy Inspectors of Schools a fortnight before-hand of the dates of their meetings and supplying them with Agenda papers ;
- (k) referring proposals implying changes of principle or policy to Inspecting Officers for advice before they are discussed at meetings.

CHAPTER V.—CONDITIONS OF RECOGNITION.

1. *Recognition*.—(1) On receipt of an application from the management of a Vernacular School, the Local Education Authority may recognise it or may, with the consent of the management, convert it into a Board School, in any grade.

(2) Such applications will ordinarily be received by the Local Education Authority in the month of January only.

(3) Recognition or conversion will be decided by Resolution of the Local Education Authority, and shall have effect from the beginning of the school year next following the date of the meeting at which the Resolution was passed,

The Resolution shall not in any case be effective unless before the date from which the change is to take effect the Local Education Authority has provided funds to meet the cost by appropriation or reappropriation under proper sanction.

(4) The change may by special Resolution of the Local Education Authority be made effective as from any date subsequent to the meeting at which such Resolution is passed, if the school or schools concerned are in substitution of, and not more expensive to the Local Education Authority than, a school or schools for which full budget provision exists and which have either failed to secure or have lawfully been deprived of the status of Board or Recognised Schools.

2. The Local Education Authority may withdraw recognition at any time,—

- (a) for breach of any of the conditions of recognition after giving one month's notice of its intention to the management ;
- (b) if recognition is withdrawn otherwise than for breach of any of the conditions of recognition, three months' notice shall be given, or the grant of salary (if it is being made) shall continue for that period unless the teacher or teachers are provided for in another Recognised School or in a Board School.

3. When it is proposed to recognise a school or any Department of a School or to withdraw recognition from a school, a notice of the proposal shall be sent to the Inspector of Schools through the Deputy Inspector of Schools concerned. If no objection is lodged by him within a month of the issue of the notice, recognition or withdrawal of recognition will follow automatically.

4. It shall be a condition of recognition that managers undertake not to dismiss any teacher without three months' notice except (a) upon proof of misconduct or inefficiency ; (b) on receipt by the management of one month's notice of disregistration as provided in rule 2 of this Chapter ; (c) on receipt by the management of one month's notice that the grant for the salary of the teacher concerned is being discontinued on grounds of economy. All cases of dismissal with less than three months' notice must be reported through the Inspector of Schools, to the Local Education Authority with full reasons.

5. *Management of Schools and Employment of Teachers.*—Every recognised school shall be under a manager or regularly constituted managing body approved by the Local Education Authority and every change in the management shall be reported to it for approval.

6. The management of a school which has accepted recognition shall be deemed to have undertaken that all general orders of the Local Government or of the Local Education Authority relating to the admission and removal of pupils, the promotion of pupils to higher standards, the dates and duration of school terms and holidays, reports, returns, records and registers, the rate and payment of fees, the courses of study and conduct of examinations, the use of authorised text-books, the conditions under which religious instruction may be imparted, the physical training of pupils, school games, school discipline and the appointment, qualifications, removal and terms of service of the teaching staff, so far as such orders are applicable to the school in question, shall be strictly observed.

7. [Every change in the teaching staff of a Recognized School shall be reported to the Board for approval, and no teacher not approved by the Board shall be entertained in such schools, but *the Board shall not appoint, dismiss or promote teachers of Recognised Schools.* Provided that if the Board disapproves of any appointment made by any manager it shall require the manager to replace the teacher by an approved teacher within a period which shall be fixed by the Board, and that the salary of a teacher appointed by a manager and subsequently disapproved by the Board shall be paid by the Board up to the date fixed for replacement or up to the date on which his services are dispensed with, whichever is earlier.]

8. The Local Education Authority may, at any time, after considering the advice of the Inspector or other officer authorized by him, for sufficient reasons which shall be recorded, require the removal of any teacher from a Recognized School as a condition of the continued recognition of the school, provided that before the requirement is made such teacher and the manager of the school have been enabled to show cause against such removal.

9. *Accommodation, Furniture and Equipment.*—The School building shall be suitable and the accommodation, furniture and equipment sufficient.

10. *Size of Classes.*—Except with the permission of the Local Education Authority a class shall not contain more than 35 pupils or such smaller number as may be prescribed from time to time by the Local Education Authority.

11. [*Conscience Clause*].—It shall not be required, as a condition of the admission or retention of any pupil, that he shall attend or abstain from attending any religious observance or instruction, or that he shall, if his parents or guardian object, attend the school on any day set apart for religious observance by the body to which they belong ; and no pupil or teacher shall be compelled to attend school on the recognized holidays of his religion included in the list of gazetted holidays.

12. [*Religious Instruction*].—Daily religious instruction (which is a class subject not counting for promotion) must be provided in all schools under Buddhist lay managers. Provision should be made for religious instruction in both Lay and Monastic Schools under Buddhist management every day according to time-table. The first hour of every morning session should be devoted to the imparting of religious instruction by class teachers.

Once a week lay school teachers should take their pupils to Monastic Schools for service or instruction or monks should be invited to Lay Schools for this purpose. The weekly religious instruction should ordinarily be given on the afternoon of the pre-sabbath day by the monks.

13. *Records and Reports.*—The management shall keep such records and furnish the Local Education Authority with such reports as may be from time to time required. These records must include registers of teachers with their qualifications and salaries and of *sunsandaw* paid to monastic teachers.

14. *Inspection.*—All schools under the control of the Board shall be at all times open to all officers appointed by Government for the inspection of schools and all reasonable facilities shall be given to any such officer for visiting any such school for the purpose of inspection or examination.

CHAPTER VI.—GRANTS-IN-AID AND SALARIES OF TEACHERS.

1. (1) *Grants-in-aid.*—The Local Education Authority shall not make any grant or loan to or incur any expenditure in respect of a school which is not a Board School or a Recognized School.

[(2) Without the sanction of the Commissioner, the Local Education Authority shall not make any grant or loan to, or incur any expenditure in respect of, a recognized school in any case where any member of the teaching or managing staff of the school is a member either of the Local Authority or of the Local Education Authority.]

[] Inserted by Local Government (Education) Department Notification No. 5, dated the 12th August 1932.

2. (1) Grants-in-aid sanctioned by the Local Education Authority to Recognized Schools shall take the form of—

- (a) the payment of full salaries and of leave allowances to approved teachers ; provided—
 - (i) that the leave allowances shall not exceed what would be granted to a teacher in a Board School ;
 - (ii) that leave is granted by the manager subject to the approval of the Board, or, in the case of a teacher who is himself a manager, by the Board ;
- (b) the payment of special grants for buildings, school grounds and equipment ;
- (c) the grant of loans free of interest for buildings on such terms and conditions as regards security and repayment as may be determined by general or special order of Government in this behalf :

Provided that if any building towards the erection, purchase, alteration, improvement or repair of which a special grant has been made, or if any land for the acquisition of which a special grant has been made, be diverted to any purpose other than educational or, if the education given in the school concerned is, in the opinion of the Local Education Authority, defective or unsatisfactory, the management shall refund to the Local Education Authority an amount to be decided by arbitration. In any such arbitration due allowance shall be made for depreciation or appreciation in the value of the building or land for which a special grant has been made. In the event of such management failing to make such refund it shall sell the building or land to the Local Education Authority at a valuation to be determined by arbitration ;

- (d) the payment of special grants in recognition of exceptional efficiency ; or
- (e) in the case of monastic schools only an annual grant to cover working expenses :

Provided that in the case of any monk not being a teacher who was receiving payments in consideration of the accommodation supplied in his monasteries for a vernacular school and in respect of general supervision of the school before the 1st March 1925, the Board shall have discretion to continue to make payments to the monk not exceeding the amounts received by him from the local fund in the twelve months ending the 28th February 1925, in respect of accommodation for the school and supervision by the monk ;

- (f) grants for support of school hostels.

(2) Grants sanctioned on account of the salaries of teachers shall be disbursed in full to the teachers on whose account the grants are drawn, and no portion of such grants shall be utilized by the management for any other purpose.

[Provided that grants-in-aid shall not be paid by Local Education Authorities on account of the salary of any teacher in recognised schools who has attained the age of fifty-five, unless it is certified by the Inspector of Schools that the teacher is capable of performing his duties efficiently. A fresh certificate of fitness and efficiency from the Inspector of Schools shall be required at the beginning of each school year.]

3. *Teachers' Salaries.*—(1) No teacher in a Board School and no teacher in a Recognized School whose salary is paid by the Board shall be paid a salary lower than that for which he is eligible according to the scale prescribed from time to time by the Local Government.

(2) Every teacher shall be entitled to count service in one school or under one Local Education Authority towards increment and leave in another school or under another Local Education Authority.

(3) In the case of a monk employed as a teacher in a recognised monastic school, the head of the monastery will decide whether the payment shall be made in cash or kind, and will either arrange to receive it himself or to have it paid to some person designated by him. Payment will not in any case be made to the monk teacher himself.

NOTE.—This applies only to monks, and not to *ex-monks*, who may draw pay in the ordinary manner.

4. The minimum scale prescribed by Government for Vernacular teachers' salaries is as follows :—

A—Vernacular School Teachers.

Qualification.			Scale of Pay.
			Rs.
High School Certificate	...	...	65—2/8—85
Vernacular School Teachers' Certificate	...	...	45—2—65
Elementary (A) Certificate	...	...	25—1—35—2—45
Elementary (B) Certificate	...	...	20—1—30
Uncertificated Teachers	...	...	20 fixed.

N.B.—These scales of pay will take effect from the 1st April 1932.

After 20 years of approved service in a recognized school a Vernacular School Teacher may be granted the pay of the grade above him. In the case of teachers with High School Certificates pay on the scale of Rs. 90—2/8—100 may be granted in like circumstances. Such promotion is not compulsory ; it does not form part of the prescribed scale and is at the discretion of the Local Education Authority. For the purpose of granting a Vernacular School Teacher the pay of the grade above him, the service rendered by him need not be continuous so long as it is approved service and the various periods make up 20 years in the aggregate. For the purpose of calculating the 20 years of approved service after which a Vernacular School Teacher may be granted the pay of the grade above him, the period of his approved service in a particular grade after the 1st March 1925 *plus* the period of his approved service before that date while in possession of the certificate which would authorize admission to that grade should

be taken, provided that this system of promotion has been followed in the past and no additional burden is imposed on Provincial Funds. The report of the Inspector of Schools will however be necessary in such cases under paragraph 3 (d) of the rules under Chapter IV.

(The pay of teachers holding the old Primary, Middle and High grade certificates, and Kindergarten Teachers' Certificates may be regulated as shown below :—)

Qualification.	Scales of Pay.
<i>I.—Primary Grade Certificate.</i>	
(i) Trained and untrained teachers who have passed Vernacular Standard VII and Primary Grade Teachers' Examination either before or after 1918.	Same as for Elementary (A).
(ii) Trained and untrained teachers who hold Primary Grade Certificates, but have not passed Vernacular Standard VII.	Same as for Elementary (B).
* (iii) Trained teachers who hold Primary Grade Certificates and have passed Vernacular Standard IX.	Same as for Vernacular School Teachers' Certificate.
(iv) Lay Teachers who hold certificates showing that they successfully completed their training at the Monastic Training Classes at Mandalay, Moulmein and Paung, and who have passed Vernacular VII Standard.	Same as for Elementary (A).
(v) Lay Teachers who hold certificates showing that they successfully completed their training at the Monastic Training Classes at Mandalay, Moulmein and Paung, and who hold lower literary certificates than the Vernacular Standard VII.	Same as for Elementary (B).
<i>II.—Middle Grade Certificate.</i>	
(i) Lay Teachers who hold certificates showing that they successfully completed their training at the Monastic Training Classes at Mandalay, Moulmein and Paung, and who have passed Vernacular Standard IX.	Same as for Vernacular School Teachers' Certificate.
[(ii) Teachers who have passed the Vernacular VII or IX Standard and the Second Grade Teachers' Examination before the institution of the Vernacular School Teachers' Certificate Examination (1921).]	[Same as for Vernacular School Teachers' Certificate.]
<i>III.—High School Certificate.</i>	
(i) Teachers who have passed Vernacular High School Teachers' Certificate Examination and have also passed Vernacular Standard IX.	Same as for High School Certificate.
(ii) Teachers who have passed Vernacular High School Teachers' Certificate Examination but have not passed Vernacular Standard IX.	Same as for Vernacular School Teachers' Certificate.
<i>IV.—Kindergarten Certificate.</i>	
(i) Teachers who hold Kindergarten Certificates and have also passed Vernacular Standard VII.	Same as for Elementary (A).
(ii) Teachers who hold Kindergarten Certificates and have also passed Vernacular Standard IX.	Same as for Vernacular School Teachers' Certificate.

* In force from 1st March 1927.

() Amended by Local Government (Education) Department Notification No. 5, dated the 12th August 1932.

[] Inserted by Local Government (Education) Department Notification No. 5, dated the 12th August 1932.

Special Pay.

	Rs.
High and Middle Schools	... 10
Primary Schools—	
(i) with a minimum average daily attendance of 50 pupils,	5
(ii) with an average daily attendance of under 50 but over 20 pupils.	2

NOTE.—The number of children in the Infant Standards to be counted in ascertaining these averages may not exceed half the average number of children in Standards I and II. No child under six years of age may be counted for assessing these averages. Special pay will be determined yearly by the Deputy Inspector of Schools and based on the average daily attendance of the previous year. The special pays for newly opened schools may be calculated on the average daily attendance for the first three months.

The Special pay represents remuneration for supervision and will be admissible only to Head-teachers of Board Schools and Teacher-Managers of Recognized Schools who are in charge of schools.

B.—*Elementary Training Class Teachers*, Rs. 80—2—100.

C.—*English Teachers in Vernacular Schools*, Rs. 60—4—80.

The above scales of pay will apply to all Vernacular Schools in the Province, *i.e.*, Government, (Municipal) and Board Schools and schools under private management except schools in the Chin Hills.

Compensatory Local Allowance shall be paid with effect from the 1st April 1927, to all teachers of Vernacular Schools in the localities in which Compensatory Local Allowance is drawn by Government servants at the rates prescribed for Government servants on the same pay in the same localities, and in those localities the prescribed scales of pay [for the purposes of Rule 3 of this Chapter] are the scales hereinbefore prescribed *plus* the Compensatory Local Allowance.

CHAPTER VII.—METHODS OF PAYMENT OF TEACHERS' SALARIES.

1. *In Municipalities*.—Payments should be made (a) at the Municipal Office to individual teachers by the President or by the Secretary, or (b) by cheque.

2. *In Excluded Areas*.—Payments should be made in any of the following ways :—

- (a) through Township Officers, Subdivisional Officers, Court Bailiffs, and for Missionary Schools only, Superintendents ;
- (b) directly to teachers by the Deputy Commissioners ;
- (c) through Educational Officers ;
- (d) through Headmasters and Managers, in sealed packets to be delivered to teachers by police parties in the Salween District.

In all cases the Deputy Commissioner countersigns the bills.

N.B.—For additional method see Rule 4 below.

3. *In areas under District or Joint School Boards*—

- (a) directly to teachers by the Chairman, or the Secretary of the District or Joint School Boards under the supervision of the Chairman ;

- (b) through Chairmen of Circle Boards ;
- (c) through Township Officers or Sub-Treasury Officers with the approval of the Deputy Commissioner ;
- (d) through Deputy Inspectors of Schools with the approval of the Director of Public Instruction, Burma ;
- (e) by post, cheque or cash order.

N.B.—For additional method see Rule 4 below.

[Of the five methods mentioned above, (a) will be the method adopted for the headquarters township, and (c) and (e) the methods adopted for the out-station townships.] Methods (b) and (d) should be resorted to only when there is no other means of payment. Whatever method is adopted the School Board will always be responsible for payment.

The Secretaries of District School Boards must undertake to disburse, under the supervision of the Chairman of the Board, the salaries of Vernacular School teachers so far as the District Headquarters township is concerned and furnish adequate security in accordance with Rule 11, Chapter VI of the Burma Rural Self-Government Rules. At Township Headquarters disbursement of salaries by Sub-Treasury Officers may be arranged with the approval of the Deputy Commissioners concerned in accordance with the procedure explained below. When the services of the Deputy Inspectors of Schools are utilised, no security will be required.

[In the case of cut-station townships,] the Secretary of the School Board will prepare salary bills by townships, and issue a cheque for the amount of each bill in favour of the Sub-Treasury Officer of the Township in question, which after counter-signature by the Treasury Officer in token of safeguard against overdrawal, will be forwarded by the Secretary to the Sub-Treasury Officer concerned together with an acquittance-roll showing the names of the teachers and the amount of salary due to each. The Sub-Treasury Officer after disbursement of the salaries will return the acquittance-roll to the Secretary in due course. Suitable dates may be fixed for forwarding the cheques and acquittance rolls to the Sub-Treasury Officer and for the return of the roll by the Sub-Treasury Officer to the Secretary. A similar procedure may be followed when disbursement is made through a Deputy Inspector of Schools. When payments are made by Postal Money Orders, the teachers may be instructed to forward on the day of receipt formal acknowledgments of receipt of their salaries through the Post.

4. In Rural areas the payment of the salaries of Vernacular teachers to messengers duly authorized by them to receive payment in their behalf may also be made. Authorization should be made in the form attached. The signature of the teacher authorizing payment to the messenger, and the specimen signature in the Pay-Book which all Vernacular teachers are advised to use, can be compared at the office of payment to prevent fraud. In the case of a teacher who does not use the Pay-Book, his specimen signature can be taken on a plain sheet of paper and kept at the office of payment for comparison with the signature on the Form of Authorization to draw pay. As an additional precaution the teachers may be required to attend personally at the Office of Payment at least once in six months.

FORM OF AUTHORIZATION TO DRAW
PAY.

I hereby request that my pay for the month
of.....may be paid to
.....
as my agent, and I agree to accept such agent's
signature for all pay due to me as if it were my
own.

Signed.....

Rank.....

Date.....

FOIL TO BE RETURNED TO THE LOCAL
EDUCATION AUTHORITY.

FORM OF ACKNOWLEDGMENT OF RECEIPT OF
PAY.

Serial No. for month

I hereby admit having received my pay for
the month of.....
.....viz., Rs.*.....in full from
.....whom I
authorized to receive it.

Signed.....

Rank.....

Date.....

The above sum was paid to Maung.....
.....by the abovementioned agent
in my presence.

Signed.....

Rank.....

Date

FOIL TO BE RETAINED BY THE
TEACHER.

FORM OF ACKNOWLEDGMENT OF RECEIPT OF
PAY.

Serial No. for month

I hereby admit having received my pay for
the month of.....
.....viz., Rs.*.....in full from
.....whom I
authorized to receive it.

Signed.....

Rank.

Date.....

The above sum was paid to Maung.....
.....by the abovementioned agent
in my presence.

Signed.....

Rank.....

Date.....

* In figures and in words.

* In figures and in words.

CHAPTER VIII.—(A) TEACHERS' TRAINING AND CERTIFICATES.

1. (a) *High School Teachers' Certificate*.—The High School Teachers' Certificate is granted by the Director of Public Instruction, Burma, to students who have passed Vernacular Standard X, attended a Vernacular Normal School for one year and who have passed an examination conducted by the Commissioner of Examinations and also a practical examination conducted by an Inspector of Schools. [For courses, see Appendix VII.]

(b) *School Teachers' Certificate*.—The Vernacular School Teachers' Certificate is granted by the Director of Public Instruction to students who have passed Vernacular Standard IX, attended a Vernacular Normal School for one year, and passed a professional examination conducted yearly in March by the Commissioner of Examinations, and a practical examination conducted by an Inspector of Schools. [For courses, see Appendix VII.]

[(c) Students in Normal Schools and *bona-fide pongyis, koyins* and *methilas* are exempted from payment of admission fees for the Vernacular Teachership Examinations, but fees will be levied from untrained candidates not being *pongyis, koyins* or *methilas* and from ex-normal students at the rate stated below :—

	Rs.
(1) Kindergarten Certificate (for girls only) ...	7
(2) The Vernacular School Teachers' Certificate (the old Middle School Certificate).	10
(3) The Vernacular High School Teachers' Certificate	10]

2. *Kindergarten Certificate*.—The Vernacular Kindergarten Certificate is granted by the Director of Public Instruction to girls who have passed the Vernacular Middle School Examination, attended for one year a Kindergarten training class and passed a professional examination conducted yearly in March by the Commissioner of Examinations, and a practical test as in Rule 1 above. [For courses, see Appendix VII.]

3. *Elementary Certificate*.—Elementary Teachers' Certificates are awarded by the Director of Public Instruction to students who have attended an elementary training class for one year and passed an examination held by an Inspector of Schools or Assistant Inspector of Schools. Teachers who have not passed Standard VII will not be trained except in backward areas. [For courses, see Appendix VII.]

An Elementary "A" Certificate is awarded to such students who have passed Standard VII before being trained ; an Elementary "B" Certificate to those who have not passed Standard VII. If a teacher passes Standard VII after receiving an Elementary "B" Certificate, an endorsement will be made on his certificate to that effect and a certificate so endorsed will be considered equivalent to an Elementary "A" Certificate.

UNTRAINED TEACHERS.

4. [(a)] *Untrained Teachers' Certificate*.—An untrained Vernacular Teachers' Certificate is awarded to teachers who have two years' approved teaching experience in a recognized school, have passed Vernacular Standard IX [or Anglo-Vernacular IX Standard Examination]

[] Inserted by Local Government (Education) Department Notification No. 5, dated the 12th August 1932.

and the professional examination (*vide* Rule 1 (b) above) conducted by the Commissioner of Examinations.

[(b) *Untrained Vernacular High School Teachers' Certificate*.—An Untrained Vernacular High School Teachers' Certificate is awarded to teachers who have two years' approved teaching experience in a recognised school, have passed Vernacular X or the Anglo-Vernacular High School Examination, and the professional examination (*vide* Rule 1 (a) above) conducted by the Commissioner of Examinations.]

(B) NORMAL STUDENTS AND ELEMENTARY TRAINING CLASS STUDENTS' STIPENDS.

5. *Normal Students' Stipends*.—Normal Students' stipends of Rs. 15 monthly will be granted annually up to a maximum prescribed by Government to students under training for the High School Teachers' and Vernacular School Teachers' Certificates and the Vernacular Kindergarten Certificate.

6. *Elementary Training Class Students' Stipends*.—Elementary Training Class students' stipends of Rs. 15 monthly will be granted annually up to a maximum prescribed by Government to students under training for the (Elementary Teachers' Certificate.)

7. *Free Tuition*.—Non-stipendiary students may also be admitted to Normal Schools and Elementary Training Classes. All students will be provided with free tuition.

8. *Residence*.—Stipend holders will ordinarily be required to reside in the Boarding Department attached to the institution which they join.

9. *Award of Stipends*.—Stipends to be held in Government and Aided Normal Schools will be awarded by Divisional Selection Boards, but those tenable in Aided Normal Schools will be awarded in equal numbers to (1) candidates nominated by Divisional Selection Boards and (2) candidates nominated by Superintendents of Aided Normal Schools. The allotment of stipends will be made to Divisional Selection Boards by the Director of Public Instruction. Stipends to be held in Elementary Training Classes will be awarded by the Inspector of Schools.

The Divisional Selection Boards for the award of Normal Stipends will consist of the Circle Inspector of Schools as Chairman and four members nominated by the Commissioner of the Division.

§ Each nominated member shall serve for three years, after which the Commissioner may nominate a new member, or, if he think fit, renominate the same member for a further term of three years. §

10. *Acknowledgment of Stipends*.—Stipends will be paid to pupils, not to Schools. Stipend holders will be required to sign a receipt each month in a register kept for the purpose.

[] Inserted by Local Government (Education) Department Notification No. 5, dated the 12th August 1932.

() Amended by Local Government (Education) Department Notification No. 5, dated the 12th August 1932

§ § Inserted by Local Government (Education) Department Notification No. 3, dated the 21st May 1932.

11. *Withdrawal of Stipends.*—Stipends may be forfeited for misconduct or for irregular attendance or for inability to follow the course of training. Heads of institutions should report to the Director of Public Instruction, or (in the case of Elementary Training Classes) to Inspectors of Schools, any student who after three months' training in their opinion is not considered likely to benefit by a course of training.

12. *Bonds.*—Both Stipendiary and Non-Stipendiary students in Normal Schools (or in the case of minors, their parents or guardians) will be required to enter into a bond with the Education Department guaranteeing that the students will appear for such teacher's tests as may be required by the Education Department, and will serve as teachers for two years.

13. *Applications for Stipends.*—Applications for Normal Students stipends and Kindergarten Normal Students' stipends to be held in both Government and Aided Normal Schools should be made to the Chairman of the Divisional Selection Board before April 15th; applications for stipends to be held in Elementary Training Classes should be made to Inspectors.

CHAPTER IX.—ADMISSION AND WITHDRAWAL.

1. *Time of Admission.*—Pupils shall ordinarily be admitted at the beginning of the school year, *i.e.*, when school re-opens after annual promotion examinations, but may be admitted by the school authorities at other times for good reason.

2. *Age on Admission.*—When a pupil is admitted the parent or guardian shall produce a birth certificate, horoscope or other satisfactory evidence of the pupils age, or else a written declaration. The date of the pupil's birth shall then be entered in the admission and progress register. When the pupil leaves this date shall be written on his transfer certificate, and no alteration shall be made without the special sanction of the Local Education Authority.

3. *Transfer Certificate.*—A pupil transferred from one recognized school to another shall produce in the authorized form a transfer certificate from the last school attended by him and all such certificates shall be filed in the school records.

4. *Standard of Admission.*—No pupil shall be admitted to a standard higher than that for which the certificate shows him to be qualified, provided that a pupil who has been instructed privately for a year or more after leaving a recognized school may be admitted to any standard for which he is fit in the same or in another recognized school.

5. *Verification of Certificate.*—If the value or genuineness of a transfer certificate appears doubtful it shall be sent through the Inspector of Schools to the Local Education Authority for verification.

6. *Application for Certificates.*—Application for a transfer certificate shall be made by the parent or guardian and shall be granted or refused forthwith. The only ground of refusal shall be non-payment of fees due. Refusal shall be given in writing and shall state the amount of fees due.

7. *Duplicate Certificate.*—Application for a duplicate certificate must be made to the Local Education Authority. Should the Local Education Authority authorize the issue, the school authorities may charge a fee not exceeding Re 1.

CHAPTER X.—COURSES OF INSTRUCTION.

1. *Courses of Study.*—The courses of instruction in Board Schools and Recognized Schools shall be those prescribed by the Government and shall include compulsory and optional subjects. The Local Education Authority may determine which optional subjects shall be taught in schools recognized by it, and may apply to the Government for the inclusion of additional subjects in the prescribed list of optional subjects.

2. *Text-books.*—The Local Education Authority may authorize text-books for use in schools recognized by it and prohibit the use of other text-books, provided that the authorized text-books are approved by the Government for use in Vernacular Schools in the same grade and standard.

CHAPTER XI.—EXAMINATIONS AND PROMOTIONS.

1. *School Examinations.*—Yearly examinations of all standards, except Standards IV, VII, IX and X shall ordinarily be held by the school authorities. The yearly examinations of Standards IV, VII, IX and X shall be conducted by the Education Department. Admission to examinations may be refused to any pupil who has not obtained 250 school meetings. Exemption may in special cases be allowed by the Inspector of Schools.

2. *Class Promotion.*—(a) School Managers will make class promotion except those from Standards IV, VII and IX which will be decided on the results of the yearly examinations held by the Education Department.

(b) Pupils whose progress has been satisfactory should be promoted annually, but exceptionally advanced pupils may be promoted, except from Standards IV, VII and IX, at other times with the approval of the Local Education Authorities, on the recommendation of the local Deputy Inspector of Schools.

CHAPTER XII.—SESSIONS AND HOLIDAYS.

1. *Session.*—Every school shall be open for not less than 300 school meetings in the year unless otherwise authorized by the Local Education Authority. A school meeting is a period of not less than two hours devoted to instruction.

2. *Holidays.*—The recognized holidays in Burmese Schools shall be as follows :—

	Days
Full Moon of Tabaung	...
Burmese new Year	... } To be included
Full Moon of Kason	... } in the vacation.
Full Moon of Wazo	... } 2
Full Moon of Thadingyut	... } 10
Tawadeintha or Tazundaing	... } 3
All Buddhist Sabbaths	... } 1
Pre-sabbaths	... } Half holiday.
Midsummer Holidays	... } Not more than
	... } six weeks.
King Emperor's Birthday	... } 1

Schools for Hindus, Mahomedans or Christian children are allowed their own holidays in lieu of these. Additional holidays require the approval of the Local Education Authority.

CHAPTER XIII.—DISCIPLINE.

1. *Corporal Punishment*.—Corporal punishment shall be inflicted only by order of a Head Master.

2. *Expulsion or Removal*.—A pupil may be expelled or removed by the school authorities, the cause of expulsion or removal being stated in the transfer certificate. An appeal shall lie to the Local Education Authority, to whom all cases of expulsion or removal must be reported.

CHAPTER XIV.—FEES.

1. Local Education Authorities shall decide whether fees are to be levied in Board Schools or not ; in the former case they shall fix a maximum rate. Fees collected by Board Schools shall be credited to the Local Education Authority ; fees collected by schools under private management are retained by the Manager who will fix his own scale of fees.

CHAPTER XV.—SCHOLARSHIPS.

1. *Scholarships*.—The payment of scholarships to pupils in Vernacular Schools is one of the objects to which a Local Education Authority may devote funds, subject to the following conditions :—

- (1) Scholarships should not be tenable in Primary Schools.
- (2) If scholarships are given which are tenable in Vernacular Middle Schools, the amount should not exceed Rs. 4 per mensem or the period three years for students on passing the Fourth Standard Vernacular examination.
- (3) A certain proportion of scholarships should be reserved for girls.
- (4) If scholarships are given which are tenable in Vernacular High Schools, the amount should not exceed Rs. 8 per mensem, or the period [three] years for students on passing the Vernacular Middle School examination.
- (5) On all occasions of awarding scholarships the advice of the Inspector of Schools (or in the case of District School Board or Joint School Board of an officer authorized by him under section 9, sub-section (5) of the Burma Rural Self-Government Act, 1921) should be obtained and considered by the Local Education Authority.

2. *Bridge Scholarships*.—One hundred and twenty Anglo-Vernacular Bridge Scholarships of the monthly value of Rs. 16 payable from Provincial Funds and tenable for five years in the Upper Primary and Middle Departments of Anglo-Vernacular Schools are awarded annually by the Director of Public Instruction to students who have passed Standard IV or a higher standard in Vernacular Schools.

APPENDIX I.

A.—CURRICULA.

The compulsory subjects for Standards Infant to Seventh are :—

- (a) One of the recognised Vernaculars.*
- (b) Arithmetic.
- (c) Geography (except for Infants).
- (d) Elementary Science.
- (e) Hygiene (Standards II to VII).
- (f) Kindergarten (Infant and Standard I).
- (g) Needlework (Girls only, Standards I to VII).
- (h) Algebra (Standards VI and VII).
- (i) Geometry (Standards VI and VII).
- (j) Religious Instruction.

NOTE.—(e), (f) and (j) will be tested as class subjects.

(d) will be tested as a class subject except in Standard VII where it will be examined by means of written papers.

(h) Compulsory for boys and girls in Standard VI from 1931-32 and in Standard VII from 1932-33.

(i) (a) Compulsory for boys in Standard VI from 1931-32 and VII from 1932-33.

(b) Optional for girls in Standard VI from 1931-32 and VII from 1932-33.

Monastic Schools are not obliged to take (f) and may substitute Pali for (c) or (d).

In subjects tested as class subjects individual passes are not assigned and are not essential for promotion.

Girls who fail in Needlework shall not for that reason be refused promotion.

The compulsory subjects for Standards VIII and IX are :—

- (a) One of the recognised Vernaculars.*
- (b) Arithmetic.
- (c) Elementary Science.
- (d) Geography.
- (e) Geometry } Optional for girls.
- (f) Algebra }
- (g) History of Burma.
- (h) Religious Instruction.—This will be tested as a class subject but will not count for promotion.

Monastic Schools may take Pali in lieu of either (c) or (d).

Optional Subjects.

Pali.	Manual Training.	Drawing.	English (for
Persian.	Drill.	Weaving.	all standards).

One optional subject should be taken up in all Vernacular Schools. *Bona fide* teachers in recognised Vernacular Schools who wish to sit as private candidates at any school examination are permitted to take Pali in lieu of either Elementary Science or Geography.

The subjects for Standard X are :—

Compulsory.

- (a) One of the recognized Vernaculars.*

* Recognised Vernaculars :

Burmese.	Tamil.	Punjabi.
Sgaw Karen.	Telugu.	Gujarati.
Urdu.	Bengali.	Hindi.

Appendices to the Vernacular Education Code 1932 are published with Local Government (Education) Department Notification No. 5, dated the 12th August 1932.

- (b) Arithmetic.
- (c) Geography.
- (d) Geometry
- (e) Algebra } Optional for girls till the examination of 1935.
- (f) History.
- (g) Religious Instruction. This will be tested as a class subject but will not count for promotion.

Optional.

- (h) Additional Mathematics.
- (i) Pali.
- (j) Mensuration and Elementary Surveying.
- (k) Drawing (Object, Burmese Design, Geometrical, Elementary Perspective).
- (l) Domestic Economy and Hygiene (for girls only when books are available).
- (m) Needlework and Dressmaking (for girls only).
- (n) Additional Burmese.
- (o) General Science.

Monastic Schools may take Pali in lieu of (c),

Not more than two or less than one optional subject must be offered. The course in Additional Burmese will be more difficult than the Additional Burmese in the Anglo-Vernacular Syllabus.

B.—SYLLABUSES.

INFANT CLASS.

Vernacular—(i) *Burmese*.—To learn the letters, to write the letters and to form short words. To read correctly from the Infant Reader. To write slowly very simple words from dictation.

(ii) *Vernacular languages other than Burmese*.—Managers will submit courses for approval to the Director of Public Instruction through the Inspector of the Circle.

Arithmetic.—Comprehension of numbers 1 to 9 with the help of objects such as seeds or sticks. Analysis of these numbers by the same methods; the results of the practical work to be written down; for example, $5 = 2 + 2 + 1$. Easy exercises, mental and practical, in addition and subtraction. The number 10. Place value; the meaning of a number such as 36 illustrated concretely.

Kindergarten.—As in syllabus, *vide* Appendix IX. Occupations such as stick laying, etc

Elementary Science.—As in syllabus, *vide* Appendix III.

Religious Instruction.—As in the syllabus to be prescribed later.

STANDARD I.

Vernacular—(i) *Burmese*.—To read correctly from a First Standard Reader and to write from dictation four lines from the reader. To transcribe neatly a sentence from the reader.

(ii) *Vernacular languages other than Burmese*.—Managers will submit courses for approval to the Director of Public Instruction through the Inspector of the Circle.

Arithmetic.—Numeration and notation up to 99. The four processes of arithmetic applied to numbers less than 100, the simple rules to be illustrated by practical exercises (any objects that can easily be put into bags or bundles of 10 and 100 may be used). Building up and memorising multiplication tables up to 8×12 . Simple money sums in annas and pice. Easy mental problems.

Geography.—Points of the compass :—An elementary acquaintance with the plan of the school building, its rooms and compound (if any), a map of the locality in which it is situated. The principal physical definitions to be taught by means of the sand table and illustrated by the physical features of the neighbourhood.

Kindergarten.—As in Infant Standard but carried further.

Elementary Science.—As in syllabus, *vide* Appendix III.

Needlework (for girls only).—As in syllabus, *vide* Appendix V.

Religious Instruction.—As in the syllabus to be prescribed later.

STANDARD II.

Vernacular—(i) *Burmese*.—To read correctly from a Second Standard Reader and give the meaning of the passage read. To write from dictation six lines from the reader. To transcribe neatly a sentence from the reader.

(ii) *Vernacular languages other than Burmese*.—Managers will submit courses for approval to the Director of Public Instruction through the Inspector of the Circle.

Arithmetic.—Extension of notation up to 999. Addition of numbers of not more than three figures the number of lines not to exceed five. Subtraction. The multiplication tables up to 12×12 and the 16 times table. Extension of notation to 99999 ; addition and subtraction of numbers within this range. Short multiplication and division. Simple money sums in rupees and annas. Easy mental problems and practical exercises.

Geography.—Elementary geography of Burma, including its physical features, chief productions and places of interest

(Children Far Away) Burmese Translation by U Shin and U Po Sa; published by Pyigyimingala Press, Mandalay.

Elementary Science.—As in syllabus, *vide* Appendix III.

Hygiene—As in syllabus, *vide* Appendix IV.

Needlework (for girls only).—As in syllabus, *vide* Appendix V.

Religious Instruction.—As in the syllabus to be prescribed later.

STANDARD III.

Vernacular—(i) *Burmese*.—(a) Reading. To read correctly from a Third Standard Reader and give the meaning of the passage read.

(b) Dictation and transcription : To write from dictation eight lines from the reader in use. To transcribe neatly a passage from the reader and to show copy and exercise books.

(c) Composition : A short story to be read twice and then reproduced by the pupil in ^{his}/_{her} own words.

(ii) *Vernacular languages other than Burmese*.—Managers will submit courses for approval to the Director of Public Instruction through the Inspector of the Circle.

Arithmetic.—Revision of previous work. Burmese weights (viss and tical). Indian money : rupees annas and pies ; easy exercises in reduction, addition and subtraction, simple multiplication and division ;

shopping problems. Multiplication and division by factors, with application to Indian money. Clock face : telling the time. Easy exercises in length (yards, feet and inches), with practical measurements. Long multiplication and division with multipliers and divisors confined to two digits. Exercises in mental arithmetic.

Geography.—A fuller treatment of Burma and a general elementary knowledge of the physical features of the continents and oceans of the world. Map drawing.

(Children Far Away) Burmese translation by U Shin and U Po Sa; published by Pyikyimingala Press, Mandalay.

Elementary Science.—As in syllabus, *vide* Appendix III.

Hygiene.—As in syllabus, *vide* Appendix IV.

Needlework (for girls only).—As in syllabus, *vide* Appendix V.

Religious Instruction.—As in the syllabus to be prescribed later.

STANDARD IV.

Vernacular—(i) *Burmese*.—(a) Reading : To read correctly from a Fourth Standard Reader and give the meaning of the passage read. To read a well written manuscript.

(b) Dictation : Ten lines from the reader. Copy and exercise books to be shewn.

(c) Composition : A short story as in the previous standard.

(ii) *Vernacular languages other than Burmese*.—Managers will submit courses for approval to the Director of Public Instruction through the Inspector of the Circle.

Arithmetic.—Extension of notation : the English and Indian systems : the four simple rules applied to large numbers. Harder exercises in Indian money ; Compound multiplication and division ; concrete division. Time measure, English weights (ton, cwt., qr., stone, lb., oz.). Long measure (omitting poles). The principle of calculating area and volume ; square and cubic measure with easy applications. Introduction to fractions and decimals (of not more than two places) by practical measurements ; easy exercises. Exercises in mental arithmetic.

Geography.—Elementary geography of India and its trade connexions with the rest of the Empire. Map drawing.

Elementary Science.—As an syllabus, *vide* Appendix III.

Hygiene.—As in syllabus, *vide* Appendix IV.

Needlework (for girls only).—As in syllabus, *vide* Appendix V.

Religious Instruction.—As in the syllabus to be prescribed later.

STANDARD V.

Vernacular—(i) *Burmese*.—(a) Reading : To read correctly from a Fifth Standard Reader and give the meaning of the passage read. To read an ordinary manuscript.

(b) Dictation, ten lines from the reader. Copy and exercise books to be shewn.

(c) Composition : To write a letter on an easy subject.

(ii) *Vernacular languages other than Burmese*.—Managers will submit courses for approval to the Director of Public Instruction through the Inspector of the Circle.

Arithmetic.—Square measure omitting poles, Cubic Measure, Avoirdupois, G.C.M., L.C.M., Vulgar fractions ; easy examples in all four simple rules. To make out and receipt a bill. Simple proportion by unitary method and ratio. Easy problems including those dealing with

the calculation of revenue on land holdings. Mental arithmetic. Simple exercises on the foregoing. 10 b.

For girls only.—G.C.M., L.C.M. To make out and receipt a bill. Vulgar fractions. Easy exercises in all the four simple rules. Easy problems. Mental arithmetic. Simple exercises on the foregoing.

Geography.—Europe and Asia with special reference to British Empire. Map drawing.

Elementary Science.—As in syllabus, *vide* Appendix III.

Hygiene.—As in syllabus, *vide* Appendix IV.

Needlework (for girls only).—As in syllabus, *vide* Appendix V.

Religious Instruction.—As in the syllabus to be prescribed later.

STANDARD VI.

Vernacular—(i) *Burmese.*—(a) Reading : To read correctly from a Sixth Standard Reader. To give the meaning of the passage read. To read a manuscript of ordinary difficulty.

(b) Dictation : Ten lines from the reader. Copy and exercise books to be shewn.

(c) Composition : An essay on a familiar subject.

(ii) *Vernacular languages other than Burmese.*—Managers will submit courses for approval to the Director of Public Instruction through the Inspector of the Circle.

Arithmetic.—Decimal fractions (excluding recurring decimals). Practice, compound proportion. Simple interest. Exercise in vulgar fractions. Problems including those dealing with the calculation of revenue on land holdings. Mental arithmetic. Simple exercises on the foregoing.

For girls only.—Decimal fractions (excluding recurring decimals). Simple proportion by unitary method and ratio. Exercises in vulgar fractions. Problems, Mental Arithmetic. Simple Exercises on the foregoing.

Algebra.—As in syllabus, *vide* Appendix XIV.

Geometry.—As in syllabus, *vide* Appendix XV.

Geography.—Africa and America with special reference to the British Empire. Map drawing.

Elementary Science.—As in syllabus, *vide* Appendix III.

Hygiene.—As in syllabus, *vide* Appendix IV.

Needlework (for girls only).—As in syllabus, *vide* Appendix V.

Religious Instruction.—As in the syllabus to be prescribed later.

STANDARD VII.

Vernacular—(i) *Burmese.*—(a) Reading. Prescribed text-books.

(b) Dictation. Ten lines from any prose book, not previously studied, equal in difficulty to the reader in use. To show copy and exercise books.

(c) Composition : To write an essay on a given subject, spelling being taken into consideration.

(ii) *Vernacular languages other than Burmese.*—Managers will submit courses for approval to the Director of Public Instruction through the Inspector of the Circle.

Arithmetic.—Recurring decimals. Profit and Loss. Compound Interest. Averages and percentages. Problems including those dealing with the calculation of revenue on land holdings. Revision of former work. Mental arithmetic. Simple exercises in all rules.

For girls only.—Recurring decimals, Simple interest. Averages and Percentages, Revision of former work. Problems. Mental Arithmetic. Simple exercises in all rules.

Algebra.—As in syllabus, *vide* Appendix XIV.

Geometry.—As in syllabus, *vide* Appendix XV.

Geography.—(1) Burma, revision.

(2) General Geography of Australasia.

(3) Revision of previous work with reference to trade and communication of—

(a) Burma with India.

(b) Burma and India with the Empire.

(c) Great Britain with the Empire.

The paper set at the examination shall be in three parts corresponding to the three divisions of the work.

Elementary Science.—As in syllabus, *vide* Appendix III.

Hygiene.—As in syllabus, *vide* Appendix IV.

Needlework (for girls only).—As in syllabus, *vide* Appendix V.

Religious Instruction.—As in the syllabus to be prescribed later.

STANDARD VIII.

Vernacular—(i) *Burmese.*—Composition. To write an essay on a given subject, spelling being taken into consideration. To re-write in prose a passage of Burmese poetry.

(ii) *Vernacular languages other than Burmese.*—Managers will submit courses for approval to the Director of Public Instruction through the Inspector of the Circle.

Arithmetic.—The four simple rules, vulgar and decimal fractions, reduction, practice, proportion, simple and compound interest, present worth and discount.

Geography.—The world generally with special knowledge of Burma.

Geometry.—As in syllabus, *vide* Appendix XV.

Algebra.—As in syllabus, *vide* Appendix XIV.

History of Burma.—Books recommended :—

(i) "Harvey's Outline of Burmese History" or U Ba Than's "Kyaungthon Myanma Yazawun",

(ii) "History of Burma" by Maung Kala.

Elementary Science.—As in syllabus, *vide* Appendix III.

Religious Instruction.—As in the syllabus to be prescribed later.

STANDARD IX.

Vernacular—(i) *Burmese.*—Composition. To write an essay on a given subject, spelling being taken into consideration. To re-write in prose a passage of Burmese poetry.

(ii) *Vernacular languages other than Burmese.*—Managers will submit courses for approval to the Director of Public Instruction through the Inspector of the Circle.

Arithmetic.—Revision of former work.

Geography.—The world generally with special knowledge of Burma and India.

Geometry.—As in syllabus, *vide* Appendix XV.

Algebra.—As in syllabus, *vide* Appendix XIV.

History of Burma.—Books recommended :—

(i) "Harvey's Outline of Burmese History" or U Ba Than's "Kyaungthon Myanma Yazawun",

(ii) "History of Burma" by Maung Kala.

Elementary Science.—As in syllabus, *vide* Appendix III.

Religious Instruction.—As in the syllabus to be prescribed later.

STANDARD X.

*Burmese or other Vernaculars.**

(a) Essay Writing.

(b) Prescribed Texts.

The papers will include general questions on the language.

Arithmetic.—Revision of Middle School work. Use of formulæ. Approximation ; contracted multiplication and division of decimals. The metric system, length, weight, capacity, area and volume. Ratio, proportion and variation, with graphical illustrations. Compound interest. Banking accounts ; banker's discounts ; simple problems on exchange. Stocks and shares. Mensuration of the circle and cylinder, rectangular and triangular prisms.

Books recommended—

(1) U Toe Myaing's *Arithmetic for High Schools* (till suitable books are available). The following books in English are recommended to teachers who know English :—

Arithmetic.—Dexter and Garlick, or Hall, Stevens and Sims.

(2) Professor Owen's *Arithmetic* (still under translation).

Geography.

(a) Burma, India and South-East Asia in detail.

(b) To revise and complete the study of the world.

Books—

(a) *Burma* by French and Stamp.

(b) "Our World, A Human Geography" translated by U Khin Maung, B.A. (Macmillan).

Geometry and Algebra.

See Appendices XIV and XV.

History.

Courses are prescribed in Burmese History as follows :—

Burmese History.—General Outline of the History of Burma and of the British System of Government.

Books recommended—

(1) *History of Burma.*—Harvey's Outline of Burmese History, or U Ba Than's "Kyaungthon Myanma Yazawun" (New Light of Burma Press).

(2) *World History.*—Cities and Their Stories by E and R. Power (a series of thirteen Readers on World History with appendices).

(3) *History of Burma* by Maung Kala, Parts III, IV and V, published by Pyi Gyi Mandaing Press, Rangoon.

Additional Mathematics.

Algebra.—Part II of the High School Course in Appendix XIV.

Geometry.—Sections V and VI of High School Course in Appendix XV.

* Recognised Vernaculars :

Burmese.
Sgaw Karen.
Urdu.

Tamil.
Telugu.
Bengali.

Punjabi.
Gujarati.
Hindi

Mensuration.—Rectangular, triangular and circular areas ; volumes and areas of surfaces of prism, cylinder, pyramid, cone and sphere problems requiring the use of logarithms. Simpson's rule for irregular areas.

Trigonometry.—Trigonometry for Vernacular students (British Burma Press).

Additional Burmese.

"Poetry, Poetic Prose, Prosody, Composition and Literature."

N.B.—Text-books will be prescribed annually by notification.

Pali.

Passages from the prescribed texts to be translated into Burmese.

Grammatical questions on the passages set for translation—

- (i) questions on assimilation should be asked only in reference to Passive Perfect Participles, the Future Passive Participles and the Passive voice ;
- (ii) only Kita Derivatives formed from the most common Kita Suffixes and Taddhita Derivations formed from the most common Taddhita Suffixes should be asked ;
- (iii) easy sentences only should be set for analysis.

Questions on the subject matter of the texts in general. These questions should be simple in character, and should in no way be philosophical, ethical or metaphysical.

A few simple sentences to be translated from Burmese into Pali.

A few simple unseen passages for translation into Burmese.

A few easy questions on the principal doctrines of Buddhism such as Kamma, Nibbana, Cattari ariyasaccani, Atthangiko ariyamaggo.

N.B.—Text-books will be prescribed annually by notification.

Persian.

Two papers will be set on the prescribed text, grammar, translation and composition.

Mensuration and Elementary Surveying.

Mensuration—

(a) Planes : Application of Arithmetic to simple geometry of planes, lengths of straight and circular lines ; areas of triangle ; parallelograms, quadrilaterals, circles and parts of circles, duodecimals.

(b) Solids : surfaces and solid contents of regular prisms : of cylinders, of pyramids, of right cones, of spheres, and segments of spheres.

Surveying—

(a) Elementary Principles: Measuring and ranging, measuring with a tape, a foot-rule, a rod, a chain : check of measurements and allowances for errors. Ranging out a long straight line and marking various angles (90, 45, 30, 60) on the ground.

(b) Use of Instruments :—

(1) The optical square, and the substitute for it.

(2) The prismatic compass ; bearings and check-bearings ; conversion of bearings into interior angles and *vice versa*. The magnetic north and variation of the compass.

(3) The plane-table.

(4) The level and its adjustments : check levels.

(c) Field Work. Bearing up the area to be surveyed into triangles. Surveying with the chain only, with the prismatic compass, and with the plane-table. Geometrical check of "bearings" converted into "interior angles." Corrections in lengths and areas for error due to incorrect length of chain. Tielines, levelling, chain levelling, check levelling, bench marks, record of levels in a level-book, arithmetical check of level book.

(d) Office Work. Plotting to a scale the survey as recorded in the field-book. Plotting a section of level from the level-book. Calculating areas.

Drawing.

I.—(1) Drawing (with pen, pencil or brush) from—

(a) Object ;

(b) Copies (including copies of the Burmese designs authorized by the department).

II.—Geometrical Drawing and Elementary Perspective—

Geometrical Drawing.—Candidates should provide themselves with ruler graduated in inches and tenths of an inch and in centimeters and millimeters, a set square, protractor, compass and a hard pencil. All figures should be drawn accurately and construction lines shown.

Course : Practical Geometry.

Bisections of Angles, straight lines and arcs of circles. Construction of perpendiculars to straight lines. Construction of an angle equal to a given angle. Construction of parallels to a given straight line. Simple cases of construction of triangles from sufficient data.

Divisions of straight lines into a number of equal parts. Construction of tangents to a circle. Construction of regular figures of 3, 4, 6, 8 sides in or about a given circle. Construction of regular polygons in the circle and on a line. Description of a circle in or about a triangle and a square. Description of a segment of a circle on a given straight line containing a given angle. Circle touching lines and circles.

Area : The copying of Geometrical patterns. (This may be omitted if the course is found too long).

[“Geometrical Drawing for Art Students” By I. H. Morris, Longmans, Green & Co.]

Elementary Perspective.—Instruments to be used are compasses, dividers and straight edge (more than a foot long). T square if drawing board is used, set squares and protractor.

Course : A knowledge of plans and elevations of rectangular and circular solids is necessary. Before drawing any object in perspective, planes, lines and points, also the fundamental principles in Linear Perspective, should be thoroughly understood. Notes on planes and lines. The general way in which these planes, lines and points are placed on the paper when a perspective drawing is to be made.

To find the vanishing point of line making any given angle with the picture.

To find the measuring point of any vanishing point, and by it to measure a given distance on any line vanishing in that point.

To measure a given distance on a line parallel to the picture plane.

To measure a given distance on a line perpendicular to the ground plane.

To find the V.P. and M.P. and the angle made with the picture, of a given line, and also to measure it.

To find a point in any given position with respect to P.P., G.P. or L. of D.; in other words to find a point—

- (1) a certain distance to the right or left of spectator,
- (2) to the right or left, and within,
- (3) to the right or left within and high.

To find the distance to the right or left of, and within (if necessary) a given point.

To draw a line when a given angle is so small that its V.P. cannot be found on the paper.

Theory of floating base line.

To draw a line when a given angle with the ground plane.

To find the position of points from certain data.

To put into perspective easy solids such as the triangular prism and pyramid, the hexagon, the octagon.

[“Linear Perspective Drawing.” By J. G. Yale (Teachers’). Stewart & Co., 31 Paternoster Square, London.]

Hygiene with Domestic Economy (for girls).

Structure of the body, circulatory, respiratory, and digestive systems; functions of the skin, teeth and chief organs; personal hygiene; accidents and how to treat them; diseases, how conveyed and how prevented; the sick room. Foods and their classification; methods of cooking; beverages. Diet of children and invalids. Clothing. Care of the home management of money; domestic hygiene; water-supply, removal of refuse (when books are available).

Needlework and Dressmaking (for girls only).

(1) To cut out any garment required in the previous standards from measurements only.

(2) Decorative needlework.

(3) To make any simple garment by machine without the use of a hemmer.

(4) To cut out a baby’s frock (boy’s suit) or night dress from measurements.

(5) To put in patches and gussets, and whipping and fixing cross way pieces of material.

(6) To take an ordinary sewing machine to pieces and replace it after cleaning.

(7) Knitting socks or stockings on four needles.

(The course to be distributed over three years in Standards VIII, IX and X.)

General Science.

Suggested text-books—

(Holmyard: Science. An Introductory Text-book, translated by U Than Maung and published by the Burma Book Club, Ltd., Rangoon.)

SYLLABUS.

General History of Science from the earliest times. Scope and nature of scientific knowledge. Air ; barometer. Condensation and evaporation. Rusting of iron : weight changes on rusting and nature of rusting. Burning and respiration. Nitrogen and oxygen. Bacteria. Ventilation. The rare gases of the atmosphere. Water: electrolysis. Elements and compounds. Hydrogen : Natural waters : hard and soft water : soap solutions and solubility. Iron and sulphur : mixtures and compounds. The Atomic theory. Molecules and atoms. Atomic structure. Radium, metals and non-metals Extraction of metals. Heat, temperature : thermometers. Heat, a form of energy. Conservation of energy. Light : velocity of light : reflection and refraction. Lenses : the eye. Magnetism : magnets and the earth as a magnet. Electricity : frictional electricity, positive and negative. Conductors and non-conductors. Electric currents and their magnetic effects.

Biology : plants and animals. Structure of (1) a flower, (2) seeds (3) roots, (4) stems, (5) leaves. Pollination ; germination. Nutrition of plants. Sea-weeds. Fungi. Moulds. Yeast. Mosses, etc. Ferns. Amœba. Hydra. The tape-worm. The earth-worm. The snail. The dog-fish. The frog. The chick. Digestion. Evolution.

SYLLABUS FOR EXAMINATION OF 1935 AND ONWARDS.

GENERAL SCIENCE.

The Atmosphere.

Nature and occurrence of air ; its weight ; its work (atmospheric pressure) ; its relation to the rusting of metals.

Combustion.

Composition of air ; preparation and properties of its constituents.

Its relation to the weather ; temperature (the thermometer) ; measurements of air pressure (the barometer) ; evaporation and condensation ; humidity ; winds ; precipitation (clouds, rain, snow, fog and mist).

Water.

Composition and properties of water ; preparation and properties of hydrogen.

Expansion ; convection currents ; ocean currents.

Comparison of heating and cooling curves of water and sand ; land and sea breezes ; monsoons.

Hard and soft waters.

Electricity.

The simple voltaic cell ; conductors and insulators ; the spark gap and its uses.

The magnetic effect of a current ; electro-magnets and their uses.

The heating effect of a current and its uses.

Electrolysis ; accumulators.

The dynamo and motor simply treated.

Plants.

- Their relationship to air, water and soil.
- External anatomy of common flowering plants.
- Roots ; stems ; leaves ; flowers ; fruits and seeds.
- Plant physiology ; respiration ; photosynthesis ; transpiration ; osmosis.
- Pollination ; seed distribution.
- Plants as food for animals and man. (Carbohydrates, fats and proteins.)
- Bacteria and disease.

Animals and Man.

- The cockroach—external anatomy only.
- Economic importance of insects.
- The frog—dissection or demonstration of the digestive, respiratory and excretory organs.
- Food requirements of animals. The carbon and nitrogen cycles.

Religious Instruction.

As in the syllabus to be prescribed later.

APPENDIX II.

MANUAL TRAINING.

FOR VERNACULAR SCHOOLS.

Introduction.—All handwork should be interesting to the pupils, should often be related to other subjects such as Nature study, Object lessons, Geography, Geometry, Hygiene and History. Occasionally a whole class or even a whole school can combine on a single handwork project such as a relief map, a village shop or a model village ; various members doing the various parts on the work according to their ability and aptitude.

Standard I—Elementary weaving in *thinbyu*, toddy palm or bamboo.

Standard II—Elementary weaving in *thinbyu*, toddy palm or bamboo (more advanced).

Standard III—(1) Clay modelling ; (2) Basketry.

Standard IV—(1) Clay modelling (advanced) ; (2) Basketry (advanced).

Standard V—(1) Cane work ; (2) Wood work.

Standard VI—(1) Cane work ; (2) Wood work.

Standard VII—(1) Cane work ; (2) Wood work.

1. *Basketry.*—This is a form of handwork which, particularly if it is done with materials of lasting value, is very popular with children. In this country where so much of the floor covering is made of handwoven materials it can have a practical as well as an educative use.

If teachers find that paper mat weaving is of use in teaching patterns and colours, there seems no reason why this should be disallowed, although it is rarely advocated in present day books on education. Preferably however, children would work from the beginning with *thinbyu*, toddy palm or bamboo. Both *thinbyu* and bamboo can be dyed with turmeric (yellow), turmeric and lime (red) and indigo (blue) and one of these colours can be used along with the natural colour to make the work more attractive to the child.

In Standard I, the children would weave very simply, choosing their own models, *viz.*, baskets, etc., or even making original ones.

In Standards II, III, IV, they would learn to make baskets and mats of various kinds, fans, etc., in use in their home, beginning with the easiest and passing on to the more difficult. It is recommended that for baskets, bags and mats some of the materials used be dyed, in order that the finished article should be more attractive and patterns woven in mats more effective.

Suggested list of objects—

Standard I.—Small mats, fans, baskets, bags, *pahs*, woven horizontally in bamboo, toddy palm leaves or *thinbyu*.

Standard II.—Large mats woven horizontally in *thinbyu* or palm leaves. Fish baskets, bazaar baskets, *pahs*, toys and furniture.

Standard III.—Small mats (two or three feet by twenty inches) woven diagonally without pattern, shopping bags, bazaar baskets of superior make.

Standard IV.—Small *thinbyu* mat woven diagonally with easy pattern, shopping bags with decorative pattern or in colours, work baskets, rice baskets.

2. *Clay modelling*.—Usually mud or clay from yards or fields is quite satisfactory. When not, it can be imported from other districts or clay powder or plasticene can be used. Slates can be used as modelling boards but planed wood 14 by 8 by 1 inch is preferable. Modelling sticks can be made of bamboo or wood flattened at one end and pointed at the other. Always use models from life or actual objects.

Relief work is the forming of images more or less imbedded in a solid background. It can vary in difficulty from mere raised outline of simple objects or geometrical figures to relief work where the image is formed almost complete with only narrow attachments to the background. Occasionally a lesson should be devoted entirely to allow each child to make what he likes from memory of life or objects he has seen in the home, farm or street. It is well to begin the course with such a lesson. Close the work with discussion on the good and poor points of the various articles, selecting the one that was best executed and discussing the reasons for its selection.

Making relief map in connection with Geography is an important form of this work. Courses of rivers, comparative heights of mountains and physical maps will help the teaching of Geography. Where at all possible such maps should also be made on a large scale in the school yard. Scenes from stories or historical readers can be illustrated by the whole class.

Suggested list of articles—

Standard III.—Fruits, leaves, fruits with leaves, sprigs of leaves, cups and saucers, jugs, vases, goblets, bowls with decorative

designs, flowers and Burmese designs in low relief, relief map of Burma.

Standard IV.—Fruits cut and open, ears of corn in husk, maize, lotus flower in relief, geometrical and conventional designs in relief introducing flowers, leaves, animals and people ; relief map of India.

3. *Cane work*.—Materials : Rattan canes, split canes, steel cutters, knives and awls.

Standard V.—Preparation of cane ready for weaving, exercises in making a circle, eclipse, square or rectangle to form bottom of baskets, boxes, hand bazaar baskets, tea-trays and waste paper baskets.

Standard VI.—Flask holders, drinking glass trays, drinking glass covers, tea-trays, bazaar baskets, tea-chest of finer and more accurate workmanship.

Standard VII.—Above articles of more finer workmanship, tea-tables, chairs, office baskets.

4. *Woodwork*.—In Vernacular Schools where work in many cases is carried on with poor equipment utility rather than accuracy should be the chief aim and pupils should be taught to handle the simple tools such as they should usually be able to procure in a village. Objects made should also be adapted to village life.

It should always be remembered that to get the best work objects must be selected which will have an ultimate use, *e.g.*, more interest will be developed in making the slat for the back of a chair than in planing a similar piece of wood which will later be thrown away.

Standard V (First year's course).—

- (a) Description and use of tools such as ruler, compasses, making gauges, try squares, panel and tenon saws, planes, spokeshave, chisels, gimlet, brace and bits, hammer, screwdriver, bow-saw, grind stone.
- (b) Description of materials used such as deal wood, oak, letpan, thitto, thika, pyinkado, padauk, teak.
- (c) Exercises in the use of saws, planes and chisels.
- (d) Suggested list of articles :—Rulers for desk and black-board, water pot stand, ink stand, soap tray, towel rack, simple wall bracket, cigar box, lamp stand, wooden slippers.

NOTE.—In Standard V teacher should sharpen tools for the boys ; in Standard VI they should be taught to sharpen the tools. In Standard VII they should be taught to sharpen the saws.

Standard VI (Second year's work).—

Book-shelf, drawing board, picture frames, corner bracket, ink stand with groove for pencils, foot stool, book rest, tea-tray, paper knife.

Standard VII (Third year's course).—

Cane seated chair, small almirah, deck chair, dove-tailed box, table, small meat safe.

This class should be able to do project work to improve equipment of a vernacular school.

NOTE.—(1) Managers who desire to modify the above course should submit proposals through the Inspector of Schools to the Director of Public Instruction.

(2) Pupils taking up Manual training should be practised in the drawing courses prescribed for vernacular schools in Appendix VIII. If it is not possible to take all the groups set out in the list a selection should be made, preference ordinarily be given to Burmese designs. Teachers specially employed for manual instruction in vernacular schools should be able to teach drawing to the extent indicated.

(3) Manual training may be taken in approved vernacular schools provided that the accommodation and equipment are suitable and that on the staff here is a teacher qualified to deal with the subject.

APPENDIX III.

COURSES IN OBJECT LESSONS, ELEMENTARY SCIENCE AND NATURE STUDY.

THE INFANT STANDARD.

Simple object lessons on—

(a) *Common things*.—These should be simple in form and familiar to children, *e.g.* chatties, drinking cups, baskets, flowers; should vary, especially the flowers in different localities. Some should be chosen to teach elementary notions of colour, *e.g.* flowers, coloured paper, cloth, wools, beads and bangles. Others should be spherical, oval and square, to teach form. Contrasted qualities, such as hard and soft, rough and smooth, heavy and light, should be observed in the same way.

(b) *Common animals and birds*, *e.g.* cow, goat, sheep, cat, dog, parrot, pigeon.*

(c) *Common fruits*, *e.g.* guava, mango, orange, tamarind, meryon.

(d) *Common articles of food*, *e.g.* rice, milk, water, different breads and cakes.

STANDARD I.

(a) *Common things* of more complicated shape, *e.g.* boats, carts, bridges, rafts, paddy pounders, wall, gate, door. Their uses, material and construction.

(b) *Common animals and birds*.—Buffalo, horse, mule (where common), sparrow, crow, hen, the cat and animals of the same tribe, the dog. Animals should be compared, contrasted and classified, *e.g.* as domestic and wild, herbivorous and carnivorous, hoofed and padded, with claws movable and fixed.

(c) *More common fruits and their trees*.—The parts of a tree. The coconut palm, the coconut, its parts and uses. Nuts of different kinds.

(d) *Common vegetables*.—Their growth and preparation of food, *e.g.* potato, pumpkin, lady's-finger.

STANDARD II.

Common things.—More difficult objects, including some of foreign manufacture, if familiar to children, *e.g.* knives, scissors, saw, chisels, iron-roofing, tiles, crockery, glass objects, postage stamps, coins, ploughs, harrows.

* *N.B.*—The unintelligent and mechanical division of animals into 'parts' is too common a preliminary to these lessons, and should be discouraged.

Common animals and birds, e.g. elephant, deer, hare, paddy birds, mina, their coverings of fur or feather ; fish, snake, squirrel, rabbit, frog. Compare teeth of animals and their uses (dog, cow, horses).

Common crops.—Paddy, wheat, maize, peas.

Common trees and plants.—Bamboo and cotton ; their leaves, flowers and what they serve for ; flower seeds and their structure, and a little above their distribution (*vide* Standard VI—Nature Study).¹

Natural Phenomena.—The sun and moon and their movements ; shadows, and why their length varies (illustrated by use of a candle). Children should learn to recognise the Great Bear, Little Bear, chief constellations (*e.g.* Southern Cross) and a few planets.

STANDARD III.

Observation lessons on *common things, animals and birds* and *natural phenomena* as indicated above for Standard II but with change of examples and fuller treatment.

Classification of objects.—As living and non-living, natural and artificial, animal, vegetable and mineral.

Nature Study.—*Vide* special scheme.

STANDARD IV.

Natural Phenomena.—Winds, clouds, mists, fog, rain and their causes.

Animal Life.—Some observation lessons from insect life, *e.g.* the ant, bee and spider, mosquito (*vide* Appendix XIII).

Classification of birds according to their legs and feet ; of animals as vertebrate and invertebrate, mammals and non-mammals.

Nature Study.—*Vide* special scheme.

STANDARD V.

Natural Phenomena.—The earth's surface. Hills, valleys, watersheds. Their effect on rivers, the effect of rivers on soils and fertility (*vide* Nature study scheme, 'Needs of a plant').

Physics.—Note how liquids take shape of vessels containing them ; the properties of water, ice and steam. Solids and their properties.

Animal Life.—The frog and butterfly, their life history observed from nature if possible. Fish and how they spawn. Compare fish and mammals as to (a) methods of reproduction, (b) breathing.

Nature Study.—*Vide* special scheme.

STANDARD VI.

Natural Phenomena.—Dew, winds, clouds, rain, more fully than in Standard IV, with special reference to rainfall in Burma.

Physics.—Pressure in liquids equal on all sides at same depth, increases with depth. Buoyancy in liquids ; solids weigh less in water ; atmosphere, pressure and weight. Principle of the thermometer.

Nature Study.—*Vide* special scheme.

STANDARD VII.

Natural Phenomena.—Rotation of the earth, inclination of its axis, day and night. Earth's revolution round the sun ; the seasons.

Physics.—Boiling ; the thermometer. Steam, its application to engines. Influence of heat, expansion ; light, reflection, refraction, white light, the spectrum.

Nature Study.—Revise work of Standard VI.

STANDARD VIII.

Elementary Science.—Science primers : half the whole subject.

STANDARD IX.

Elementary Science.—Science primers : the whole subject.

APPENDIX IV.

SYLLABUS IN HYGIENE FOR STANDARDS II TO VII.

Standard II.—Personal cleanliness ; sources of water ; necessity for pure water : how to make drinking water safe. Evils of cigarette-smoking.

Standard III.—Cleanliness of house and school and their surroundings. Dangers of keeping animals in the house or under the house. Cleanliness of clothes. Simple directions for the treatment of cuts, burns, bites, sores. Care of eyes and teeth ; evils of betel chewing.

Standard IV.—Air and ventilation. Sleep and exercise. Food ; dangers of unripe and over-ripe fruit, of impure food, badly cooked food, stale food, food exposed to dust, flies ; etc. Diseases spread by flies (cholera, dysentery). Mosquitoes and malaria. Plague and rat-fleas.

Standard V.—The Home—Food and Drink.—What, When, and Where to eat.

Errors in diet. Elementary Physiology with reference to the organs of digestion.

Simple lessons on food values ; importance of a mixed and suitable diet.

Dangers from flies and dust on food.

Evils of eating unripe and over-ripe fruit, or food which has been exposed to the air.

Street vendors and their wares, *e.g.* ice-cream, iced water ; use of a common cup.

Drink and Beverages. Tea, coffee, cocoa, alcoholic and non-alcoholic drinks.

Evils of the use of opium and other drugs, or patent medicines without medical advice.

Cigarette-smoking.

Necessity for rest and exercise.

Standard VI.—The Home—Health.—Elementary Physiology with reference to respiration and circulation. Structure and care of teeth

and ears. Common ailments, their prevention and relief. Head-ache, malaria, ear-ache, tooth-ache. What to do in cases of accidents, burns, bites, sores, falls, faints, apparent drowning and sprains, foreign bodies in eye or ear. Care and arrangement of the diet-room and person. Use of the thermometer, if possible : diet for invalids. Simple preparation of conjee, beef-tea, arrow-root, milk-pudding.

Standard VII.—The Home—Management—Decoration—Well ordered family life.—Revision of work of previous standards, with the addition of lessons on the nervous system. Prevention and alleviation of tuberculosis, anæmia, malaria, cholera and infectious diseases generally.

Care of each individual for the family as a whole. Duties of children and parents.

Care and management of infants.

Money.—Use and abuse of. Good management of income. Avoidance of unnecessary and extravagant outlay at times of marriages, funerals, *fiwès*.

Evils of debt and importance of thrift. Savings Banks, Co-operative Societies.

Importance of good manners and courteous behaviour.

Lessons as to beautifying the house by the use of suitable furniture, ornaments, pictures, decorative needle work and any suggestions as to carrying out these instructions.

NOTE.—Hygiene is a compulsory class subject for boys and girls in Standards II to VI inclusive. It will not be tested by individual examination and a pass is not essential for promotion. Hygiene and Domestic Economy in Standard VII is compulsory for girls, who will be required to pass on a written paper in the course above prescribed for the standard.

APPENDIX V.

SYLLABUS IN NEEDLEWORK FOR STANDARDS I TO VII.

Standard I.—*Tacking, running, top sewing*, hemming, knitting with two needles a strip wide enough to make a small bag for pice.

Standard II.—Back stitching, hemming, knitting, plain and purl, a sufficient length for muffler or larger bag.

Standard III.—Run and fell seam, crochet lace, cross stitch for marking.

Standard IV.—Patching, cotton or print, stitching, knitting babies' socks.

Standard V.—*Darning*, drawn thread (simple), crochet or fancy knitting.

Standard VI.—*Gathering, stroking and setting into a bend*, marking on canvas Burmese letters, drawn thread work of more elaborate pattern.

Standard VII.—Practice in work of previous standards. Cutting out Burmese garments, feather stitch.

NOTE.—The choice of articles submitted for inspection at the end of the school year should rest with the Superintendent provided that the selected article shows, as far as possible, the stitches taught in the standard to which the pupil belongs.

APPENDIX VI.

COURSES OF INSTRUCTION FOR WEAVING IN VERNACULAR SCHOOLS.

FIRST YEAR.

1. To open out a skein of yarn, dividing it into smaller skeins or hanks and putting them on the swifts without entangling the threads. To find out the starting end.

2. To wind the yarn on warpers bobbins, guiding the thread evenly by hand and joining the broken threads.

3. To place a number of warpers bobbins in a creel, collecting the starting ends from all the bobbins. To mark the place on the warping mill which will give the desired length of warp.

4. To prepare a warp from the above yarn with the number of threads required for the width and length of warp casting sectional end and end leases.

5. To take out the warp from warping mill in the rope from tying at places of sectional and end and end leases.

SECOND YEAR.

1. To stretch out the warp in an open place, spreading it evenly on a warp roller and joining all the broken ends in the warp. To wind the warp evenly and at an uniform tension on the warp roller.

2. To knit healds of crochet yarn on a knitting frame, taking care that all healds are of uniform length.

3. To transfer healds from the heald knitting frame on to heald staves.

4. To draft warp thread through these healds for any simple pattern.

THIRD YEAR.

1. To gait up the warp on the loom tying the healds and peddles.

2. To wind pirns for shuttles.

3. To weave cloth of some plain weave with some dexterity on a loom.

4. To stretch and brush the sized yarn.

FOURTH YEAR.

1. More practice on a loom. To weave cloths without faults and with more speed, requiring up to four healds and peddles.

2. Designing of plain patterns such as plain, twills, etc.

3. Calculations regarding healds and reeds such as number of threads required for a certain width of cloth with a certain count of reed, number of turns and rounds on a warping mill required for a certain width and length of warp, number of heald eyes required per heald, etc.

NOTE.—Weaving is not a suitable exercise for young children. The course is intended for children from 12 to 15 and their classification for weaving need have no connection with ordinary School Standards.

It is recommended that children should be trained on improved rather than on primitive machines. Flying shuttle looms are recommended. The following list of machines and prices will be found useful and can be obtained from the Principal, Saunders Weaving Institute, Amarapura :—

			Rs.
One swift with stand	...	...	1
One warp winder	...	...	3
One warping mill with bobbin stand	...	...	16
One dressing frame	..	...	3
One heald knitting frame	...	...	1
One drawing in frame	...	...	3
One loom (Fly shuttle type)	...	...	90
One loom (Saunders Weaving Institute type)	...	...	100
One pirn winder with bobbin stand	...	...	12
100 warping bobbins	...	...	15

The usual school period is too short for the weaving lessons. Bi-weekly periods of from 1½ hours to two or three hours in the third and fourth year are recommended.

The Principal, Saunders Weaving Institute, Amarapura, offers free advice to School Managers who desire to consult him on obtaining teachers, purchase of yarn and machinery, and sale of woven fabrics.

APPENDIX VII.

COURSES OF STUDY IN TRAINING INSTITUTIONS.

(VERNACULAR CERTIFICATES.)

Kindergarten Certificate (for girls only).

Initial qualifications.—Vernacular Middle School Examination.

A One-year Course.

Elementary Science and Object Lessons.—(a) Plant Life : Parts of a tree or plant ; flowers, leaves, roots, stems, seeds (coconut palm, plantain, tamarind, lily, rice, sugarcane, cotton, maize, bamboo, tobacco, chillies).

(b) Animals of the cat tribe. Comparison of dog with cat. Paws, claws, hoof, teeth, feathers, fur, wool, hide. (Cow, pig, tiger, horse, squirrel, rats, camel, elephant, deer.) Fowl, parrot, crow, peacock, sparrow, snakes, frogs, fish, butterfly, bee and spider.

(c) Natural phenomena : The sky, sun, moon, stars, shadows, Great Bear, Pole Star. Hills, plains, rivers, springs and wells, water, ice, steam.

2. *Manual Training.*—Clay modelling, basket-work, matting, bamboo-work.

3. *Singing.*—Simple Tonic Sol-Fa and to be able to teach Kindergarten songs.

4. *Kindergarten Principles.*—Study of child-nature. (Children's activities, curiosity, imagination, inventive faculty, self-expression.)

Education by *doing*—(Educative play, number teaching). Value of nature study. Games and their organization. Use of singing, stories and drill in a Kindergarten. Gradual progress in education. Arrangement of a Kindergarten. Arrangement of a time-table. Illustration of lessons (blackboard work).

5. *Kindergarten occupations*.—Any of which can be carried on in a village Kindergarten where so-called “gifts” are not procurable :—

Clay, sand and paper modelling. Paper-tearing and folding.

Weaving with grass, paper or bamboo. Free drawing with charcoal, chalk or pencil. Stick-laying. Threading beans, peas or beads.

Courses of such occupations to be worked out. Practical teaching in a Kindergarten of not less than one hour daily.

NOTE.—Only candidates who have studied at an approved Kindergarten School will be admitted to the examination.

HIGH SCHOOL TEACHERS' CERTIFICATE.

INITIAL QUALIFICATION—VERNACULAR X STANDARD EXAMINATION.

A One-year Course.

Professional work :—

- (i) Principles of Education.
- (ii) Methods of teaching the subjects of the Middle and High School Curriculum. Notes of lessons.
- (iii) Organization of Middle and High Schools.
- (iv) Class Management.
- (v) Knowledge of the organization and methods of teaching in Primary, Middle and High Schools.

Drawing.—Blackboard and object drawing (including memory drawing), use of the blackboard and blackboard writing.

Drill.—(Including the handling and drilling of classes.)

Manual Training (optional for girls).—Paper work, bamboo or grass mat weaving, clay modelling.

Needlework (for girls only).—

- (a) Practice in cutting out simple garments and in tacking them up.
- (b) Practice in all previous work with the addition of patching and making button-holes.
- (c) To learn to illustrate by diagrams on the blackboard the way of making various stitches.

SCHOOL TEACHERS' CERTIFICATE.

Initial qualifications.—Vernacular IXth Standard Examination.

A One-year Course.

Professional work—

- (i) Principles of Education ;
- (ii) Methods of teaching the subjects of the Middle School Curriculum. Notes of lessons ;
- (iii) Organization of a Middle School ;
- (iv) Class management ;
- (v) Knowledge of the organization and methods of teaching in a Primary School.

Drawing.—Blackboard and object drawing (including memory drawing), use of the blackboard and blackboard writing.

Drill.—(Including the handling and drilling of classes.)

Manual Training (optional for girls).—Paper work, bamboo or grass mat weaving, clay modelling.

Needlework (for girls only).—

(a) Practice in cutting out simple garments and in tacking them up.

(b) Practice in all previous work with the addition of patching and making button-holes.

(c) To learn to illustrate by diagrams on the blackboard the way of making various stitches.

ELEMENTARY TEACHERS' CERTIFICATES.

Initial qualification for "A" Certificate.—Vernacular Middle School Examination.

Initial qualification for "B" Certificate.—Vernacular IV Standard Examination.

A One-year Course.

General work.—A revision of the subjects taught in the Primary Standards.

Professional work.—Principles and Practice of teaching the Primary School Curriculum.

N.B.—The examinations for award of the School Teachers' Certificate and Kindergarten Certificate are conducted by the Commissioner of Examinations. The examinations for award of the Elementary Teachers' Certificates are conducted by the Inspectors of Schools.

Examinations for award of Elementary Certificates are conducted by Inspectors of Schools under regulations issued by the Director of Public Instruction. The examination consists of :—

(a) An examination in practical teaching and class management. This is the chief test. The Head Master of the Elementary Training Class should keep regular records of the work of the students and these records should be consulted.

(b) An examination in the subject matter of the Primary School Curriculum in fuller detail than is required from pupils.

N.B.—There should be no written examination in class management of the theory of teaching, but in connection with the practical test simple questions arising out of the lessons may be asked orally on methods of teaching and class management in a Primary School.

APPENDIX VIII.

COURSES OF DRAWING FOR VERNACULAR SCHOOLS.

Standards I and II.—(a) Drawing from the natural object as in the appended list of subjects and in accordance with the instructions given below :—

(b) Drawing of Elementary Burmese designs from the graduated series authorized by the Education Department.

(c) Practice in the actual measurement of simple objects.

Standards III and IV.—(a) Drawing from the natural object as in the appended list of subjects and in accordance with the instructions given below.

(d) Drawing of Burmese designs from the graduated series authorized by the Education Department.

(e) Practice in the actual measurement of simple objects : training in the use of simple instruments such as the ruler, foot rule and set square.

Standards V, VI and VII.—(a) Drawing from the natural object as in the appended list of subjects and in accordance with the instructions given below.

(b) Drawing of Burmese designs from the graduated series authorized by the Education Department.

(c) Drawing to scales (Standards V and VI) and geometrical drawing (Standard VII).

N.B.—(c) is optional for Vernacular Schools.

Drawing, if taken in the High Department, should be developed from the lines laid down for Standard VII. In the drawing of Burmese designs the series authorized by the Education Department should be used.

DIRECTIONS.

In the accompanying list, subjects are divided into sections as follows :—

- (a) Inanimate things in which straight lines predominate.
- (b) Inanimate things in which curves predominate.
- (c) Specimens from the vegetable kingdom.
- (d) Specimens from the animal kingdom.

2. In selecting subjects the teacher should endeavour to represent as many sections as possible.

3. Drawings may be made on slate or paper or the blackboard.

4. Brush drawing with colour (or 'mass-drawing' with coloured chalks) may be employed with the subjects selected for the year's course (or some of them) provided managers can make provisions for the efficient teaching of the subject.

5. Practice in memory drawing should also be given with the subjects selected for the year's course.

N.B.—The following lists are offered by way rather of suggestion than prescription, and managers are at liberty to propose lists of their own subjects for the approval of the Education Department :—

LIST.

STANDARD I.

- | | |
|------------------------------------|---|
| (a) A pen. | (c) Water melon. |
| A book. | Guava. |
| A bamboo-cane. | Marigold flower. |
| A whip. | Kaing grass. |
| A box. | Jack fruit. |
| (b) Burmese gong. | Pomegranate. |
| Burmese cow-bell (simplest shape). | (d) Deer (as in Augsburg's Drawing Vol. I, page 28). Boy (as on page 23, Vol. I, Augsburg's Drawing). |
| Fez. | |
| Oval dish. | |
| Tumbler. | |
| Gong stick. | |
| A plain <i>da</i> . | |

STANDARD II.

- | | |
|--|---|
| (a) Whistle. | (c) Sunflower. |
| Looking-glass. | Onion. |
| Flag. | Mangosteen. |
| Burmese comb. | Simple leaves. |
| Shan hat. | |
| Umbrella (closed). | |
| (b) Tea cup. | (d) Fish. |
| Burmese drum. | Hare (sitting) (<i>cf.</i> Augsburg's Drawing, Vol. I, page 73). |
| Hand rice pounding machine. | |
| Staghorn (as used for striking bells). | |
| Begging-bowl. | |
| Tray. | |
| Cooly basket. | |

STANDARD III.

- | | |
|--|--|
| (a) Key.
Knife.
Broom.
Paddle.
Shan wallet. | (c) Carrot.
<i>Payon</i> fruit.
<i>Payon</i> flower.
Lotus leaf.
Lotus flowers.
Teak leaf. |
| (b) Sampan.
Dug-out canoe.
Barrel.
Betel-box.
Gourd. | (d) Bee (<i>cf.</i> Augsburg's <i>Drawing</i> ,
Vol. I, page 44). Butterfly (or
similar lines to above). Beetle
(on similar lines to above). |

STANDARD IV.

- | | |
|---|---|
| (a) Cricket bat.
Basket and pole.
Box.
<i>Pah</i> .
Very simple hut. | (c) Brinjal flower.
Brinjal fruit.
Brinjal leaf.
Plantain leaf.
<i>Kya</i> flower (or lily).
<i>Kya</i> leaf.
Tamarind. |
| (b) Wheel.
Bucket.
Blow pipe.
Bow.
Paddle boat.
Ornamented <i>da</i> . | (d) Dragon fly.
Grasshopper.
Crow (sitting).
Dog.
Cat. |

STANDARD V.

- | | |
|--|--|
| (a) Pincers.
Compasses.
Fan.
Hut (of increased difficulty). | (c) Coconut.
Jack fruit.
Hibiscus flower.
Pineapple.
Palm frond. |
| (b) <i>Pôngyi's</i> fan.
Burmese slippers
Kettle.
Flower pot.
Ink pot. | (d) Snake.
Kite.
Lizard.
Mule.
Horse. |

STANDARD VI.

- | | |
|---|--|
| (a) Hammer
Ladder.
Saw.
Scissors.
Stool.
Bench.
Large Pagoda bell. | (c) Fern leaf.
Rose.
Branch with leaves.
Palm tree. |
| (b) Bowl.
Vase.
Ornamented grass cabinet
(for holding sacred books, etc.)
<i>hman-si-ok</i> .
<i>Da</i> with curved handle.
Paddy boat with roof. | (d) Jackal.
Tiger.
Tortoise.
Lion. |

STANDARD VII.

- | | |
|---|--|
| (a) Lacquerwork.
Desk.
Table.
Chair.
Mattock. | (c) Mango tree.
Banyan tree.
Teak tree.
Custard apple.
Prickly pear. |
| (b) Burmese State barge.
Pakòkku sailing boat.
Country cart.
Plough.
Chinese pipe.
Umbrella (open).
A pagoda. | (d) Cow.
L'anthor.
Crocodile.
Elephant.
<i>Kyinthe</i> . |

APPENDIX IX.

KINDERGARTEN.

FIRST YEAR.

Kindergarten
(for children
of six and
under).
[Bate's "Kin-
dergarten
Guide" (Long-
man's) recom-
mended.]

Gifts 1 and 2.—

Gifts 3 and 4.—The third and fourth being used together in building and in forms of beauty.

Gift 7, Tablets.—Circle, semi-circle, square, half square.

Gift 8, Slats.—Lines, angles and simple forms as in sticks.

Gift 9, Stick laying.—White and coloured sticks to be used.

Lines.—Horizontal, vertical and slanting. Square, oblong, equilateral triangles. Combinations of same in forms of beauty. Forms of life.

Gift 10, Rings.—Whole and half used in forms of beauty.

Gift 11, Lentils or seeds.—Lines, forms and teaching of colour.

Occupations.

1. *Beads.*—Stringing in combinations of three colours.

Tiles.—Designs, combining not more than three colours.

2. *Drawing.*—Straight lines on netted slates, combinations of same in simple borders and designs (coloured). Also expression of ideas in original forms.

3. *Sewing.*—Circular series, and simple forms of life based upon it horizontal, vertical and slanting lines. Combinations of same. Simple leaves, flowers, animals and other things in connection with lessons.

4. *Weaving.*—Square mats, not more than five strips, for number, colour and design.

6. *Paper-folding.*—Geometrical, square, oblong, right angle. Forms of life required in the illustration of lessons. Forms of beauty. Easy folds based on first and second ground forms.

9. *Parquetry.*—Circle, semi-circle, square, half square in connection with gift 7.

11. *Clay modelling.*—Sphere, cylinder and cube. Forms of life which these suggest.

Colour.

Distinguishing and naming the six colours.

Music.

Simple chord exercises.

SECOND YEAR.

Gifts 1 and 2.—

Gifts 3 and 4.—To be used in connection with gifts 5, 5 (b) and 6.
Gift 7.—More complex designs together with forms studied during first year. Oblongs, right-angled, scalene, obtuse isosceles and equilateral triangles.

Gift 8.—Slats interlaced.

Gift 9.—White and coloured sticks to be used as in first year, with addition of trapezoid, trapezium and rhombus. Life forms and forms of beauty,

KINDERGARTEN—concl'd.

Gift 10, Rings.—Combination of whole, half and quarter ring in designs.

Gift 11, Lentils or seeds.—Geometrical forms, and designs and forms of life.

Occupations.

1. *Beads.*—Stringing in combinations of six colours.
Tiles.—Designs in six colours.
2. *Borders and designs on netted slates and netted paper*
Reproduction of forms laid with sticks.
3. *Sewing.*—Designs made by combination of horizontal, vertical, slanting and curved lines. Leaves, flowers, animals houses which have been used, as subjects of lessons.
4. *Weaving.*—For number, colour and design, using larger mats of finer strips and more difficult dictation than during first year.
5. *Interlacing.*—Dictated designs.
6. *Paper-folding.*—Geometrical forms. Forms of life required in illustrations of lessons. Forms of beauty with square, circle and equilateral triangle.
7. *Folding and pasting.*—Simple designs with square, circles and equilateral triangle.
8. *Cutting and mounting.*—Analysis of the square and of the equilateral triangle and circle.
9. *Parquetry.*—Designs based on exercises with gift 7.
Sticks and peas, flat forms.—Right angled and equilateral triangles. Hexagon, octagon, rhombus, rhomboid and trapezoid.
10. *Solid forms.*—Cube, square and triangular prism, and forms of life based on same.
11. *Clay sphere, cylinder and cube.*—Forms based on same. Clay tiles in connection with forms of life.

Colour.

Work with six colours, including one tint and one shade of each.

Music.

Simple chord exercises.

Both Years.

Social work.—Songs, games, matches, calisthenics, group work at tables and sand table.

Education.
Normal Schools 1.

APPENDIX X.

NORMAL STUDENT'S SECURITY BOND.

(Free of Stamp Duty.)

Know all men by these presents that (a)_____

(a) Student of_____

(b)_____

(b) surety of_____

are held and firmly bound unto the Secretary of State for India in Council in the sum of Rs. to be paid to the said Secretary of State his successors and assigns or his or their certain attorney or attorneys for which payment well and truly to be made we bind ourselves our heirs and representatives jointly and, each of us binds ^{himself} _{herself} ^{his} _{her} heirs and representatives severally firmly by these presents :—

WHEREAS the above bounden (a)_____ was on _____ day of _____ 19____ admitted as a stipendiary student in the _____ on a monthly stipend of Rs. fifteen subject to the conditions that ^{he} _{she} would remain in the said institution for a period not exceeding three years from the date of ^{his} _{he} admission as such student and whilst under training therein obey all rules from time to time prescribed for the students in the said institution and also that ^{he} _{she} the said (a)_____ would serve as a teacher in such school as might be from time to time appointed by the _____ for the time being for a period

of two years after the said (a)_____had completed ^{his}_{her} training in the said institution. AND WHEREAS the said (a)_____ is also bound in the event of ^{his}_{her} failing to comply with and perform any of the said conditions to repay to the Head Master or Superintendent for the time being of the said institution for transmission to the Director of Public Instruction, Burma, all sums of money which shall have been paid to the said (a)_____ by way of stipend during the period that ^{he}_{she} has been a student. AND WHEREAS the said (b)_____as surety or the said (a)_____has entered into the above bond in the penal sum of Rs. _____conditioned for the due performance by ^{him}_{her} the said (a)_____of the conditions aforesaid. NOW THE CONDITION of the above written bond is such that if the said (a)_____shall remain in the said institution for the said period and whilst under training therein obey all rules from time to time prescribed for the students in the institution and shall after the completion of ^{his}_{her} training in the said institution serve as a teacher as may be from time to time appointed by the _____for the time being for a period of at least_____then this obligation shall be void and of no effect.

AND the parties to this bond do further agree that the stamp duty on the bond shall be payable by the Secretary of State for India in Council.

IN WITNESS whereof the said (a)_____and
(b)_____have hereunto set their
hands this_____day of_____19__

Signed by the said (a)_____ }
_____ }
in the presence of _____ }
_____ }
Signed by the said (b) _____ }
_____ }
in the presence of _____ }
_____ }

NOTE I.—Rupees—has been fixed as a penal sum, being the extreme amount received as stipend. Its payment will only be enforced when the pupil (or ^{his}_{her} surety for ^{him}_{her}) has failed to repay the lesser amount that ^{he}_{she} has actually received.

[NOTE II.—The case of a pupil who fails to carry out the provision for teaching the required number of years after passing, or who, leaving before the full period as a pupil is completed, fails to pay the stipends received shall be reported to the Director of Public Instruction, Burma, for such legal action as he may wish to take.]

Education.
Normal Schools 3.

APPENDIX XI.

EDUCATION DEPARTMENT, BURMA.



TEACHER'S FINAL CERTIFICATE.

CLASS EUROPEAN
ANGLO-VERNACULAR
VERNACULAR

GRADE KINDERGARTEN.
SCHOOL TEACHERS
HIGH SCHOOL.

Number of Certificate _____, dated _____ 19

_____, aged _____ years, son
daughter

of _____, residing _____

village _____ town _____ district, educated _____

* having completed a full course at the _____ Normal
School _____, has passed the necessary theoretical,
literary and practical tests, and is hereby granted a Teacher's
Final Certificate.

RANGOON : _____ } *Director of Public Instruction,*
Burma.
The _____ 19 . }

* N.B.—These words will be scored through in the case of untrained teachers.

EDUCATION DEPARTMENT, BURMA.



ELEMENTARY TEACHER'S CERTIFICATE.

Number of Certificate_____

I hereby certify that_____

aged_____years, ^{son}_{daughter} of_____residing in

_____town
_____village_____District, having completed

a full course at the_____

Elementary Training School_____

has passed the necessary literary and practical tests and

is hereby granted an Elementary Teacher's Certificate of

Class_____(').

^{His}
^{Her} work was as follows :—

Burmese_____

Arithmetic_____

Geography_____

Drawing_____

Practical Teaching_____

Conduct_____

RANGOON :

The_____19 } *Director of Public Instruction,*
Burma.

(¹) If the teacher has passed the Vernacular Middle School Examination, Class A ; otherwise Class B.

APPENDIX XII.

COURSES IN ENGLISH.

STANDARD I.

Pronunciation. To know the names of common objects and to use them in sentences. Repetition of poetry.

STANDARD II.

Pronunciation, conversation and the repetition of poetry.

STANDARD III.

Pronunciation, conversation and the repetition of poetry. An approved reader.

STANDARD IV.

Pronunciation, conversation and the repetition of forty lines of poetry. An approved reader. The pupils will be required to read correctly and give the meaning of the passage read. Six lines of dictation from the reader.

STANDARD V.

- (a) Conversation and the repetition of 60 lines of poetry.
- (b) An approved reader. The pupil will be required to read correctly and give meaning of the passage read.
- (c) Eight lines of dictation from the reader.
- (d) Grammar : The parts of speech and very simple analysis.

STANDARD VI.

- (a) Conversation and the repetition of 80 lines of poetry.
- (b) An approved reader. The pupil will read and explain passages from the reader.
- (c) Eight lines of dictation from the reader.
- (d) Grammar : Accidence and easy syntax of nouns, pronoun, adjectives and verbs. Easy parsing and analysis of simple sentences.
- (e) Composition : To write an easy story read twice.

STANDARD VII.

- (a) Conversation and the repetition of 100 lines of poetry.
- (b) Set books including a historical reader to be prescribed by the department.
- (c) Grammar.
- (d) Composition, including the writing of narratives or essays.

HIGH SCHOOL.

STANDARDS VIII, IX and X.

The papers will be set on Grammar and the prescribed text, and on composition and translation. The question will include essays on the subject matter of the texts.

APPENDIX XIII.

HOW TO DISTINGUISH THE MALARIAL MOSQUITO.

The mosquito belong to a family of the class of creatures called insects. The main parts of an insect's body are (1) the head, (2) the chest, (3) the stomach. The head of a mosquito is furnished with :—

- (1) Hornlike projections (antennæ).
- (2) A trunk with which it bites and sucks up the blood of the creature or person bitten.
- (3) Feelers (palpi).

2. Mosquitoes live generally in lowlying and damp places (*e.g.* swamps and paddy fields). Some however infect houses, stables and sheds. The female is much commoner than the male. She lays her eggs in water. The young when they are hatched out of the egg live for some time in the water. Later they become winged insects and live in the air. When full grown the mosquito lives on fruits and the juice of plants and blood. It is usually the female mosquito only that bites animals or men and sucks the blood.

3. Mosquitoes are of several kinds. Two important kinds are called, the one 'Culex' the other 'Anopheles.' The former is very common in houses. The females of both these kinds bite human being: the males do not. The bite of the Culex female does not cause malaria, that of the Anopheles female does. This is because the females of the Anopheles mosquito become infected with malaria by biting persons suffering from malaria, whereas the females of the Culex kind even if they bite malarial patients do not become infected.

4. The males in both these kinds can be distinguished from the females because their horns are very 'hairy' or 'feathery' appearing like tufts in front of the head. In the females the horns are plain, having a few hairs at the joints only.

5. The Culex can be distinguished from the Anopheles mosquito most easily by observing the following facts: The Culex when it sits on a wall or other plane surface either has its body parallel to the wall or plane surface or bunches its body up in the middle. When sitting it clings to the wall or surface with all its three pairs of legs or with one pair of legs in the air curved backwards and upwards. The Anopheles however sits with its trunk, head, chest and stomach in a straight line and at an angle to the wall or plane surface; also it usually stretches out its hind pair of legs straight in the air, waving them to and fro. The Anopheles is moreover more slender than the Culex and its chest and stomach are narrower. The feelers of the female Anopheles are as long as or longer than the trunk whereas those of the Culex female are very short and stumpy.

6. There are however two exceptions to these general rules: (1) a little brown mosquito, which belongs to the Anopheles tribe and causes malaria, sits like a Culex: and (2) the common black and white spotted mosquito, which belongs to the Culex tribe and does not cause malaria, waves its legs in the air like an Anopheles.

The Culex and Anopheles mosquitoes bite at different times. The former bite both by day and night; the latter at evening and night only. In the day-time the Anopheles seeks out dark sheds or stalls for cattle or dirty rooms, where they rest on the wall or roof.

8. The mosquito, like most insects, has several stages of existence. It begins in an egg. The eggs of both the *Culex* and the *Anopheles* are laid on the top of the water, but are very different in appearance. The eggs of the *Culex* are joined together side by side. Each collection looks like a raft and contains 200 to 400 eggs. The eggs of the *Anopheles* float about singly or in small star-shaped group. The 'rafts' of the *Culex* can be seen with the naked eye and are usually $\frac{1}{8}$ inch long. The single eggs of the *Anopheles* can only be seen through a magnifying glass and are like tiny black rods. The eggs hatch out in 24 hours.

9. When the young mosquito escapes from the eggs it lives in the water ; during the first part of this stage it is known as a 'larva.' The 'larva' turns into a sort of 'chrysalis' which is shaped like a comma (,) and floats on the water without taking food. In four days the covering of the 'chrysalis' splits and the fully winged mosquito flies out. In the larva stage the *Culex* can be distinguished from the *Anopheles*. The *Culex* larva near its tail has a rather long breathing tube by which it hangs head downwards at an angle from the surface of the water. If disturbed it wriggles to the bottom but soon comes up to breathe. The *Anopheles* larva has no breathing tube and lies flat along the top of the water like a tiny stick. It moves along the top of the water with a shooting motion or else below the top in irregular jerks.

10. The *Culex* mosquito differs from the *Anopheles* in several minor respects also, *e.g.* the wings of the *Culex* are not marked ; those of all the *Anopheles* except a very few have black and white or brown and white patches ; the trunk of the *Culex* is curved and carried at an angle to the body, that of the *Anopheles* is straight and is carried in nearly a straight line with the body. In the female *Culex* mosquito the feelers or rod-like structures, two in number, which lie on either side of the trunk or biting part, are short and stumpy ; in the female *Anopheles* mosquito the feelers are as long or nearly as long as the trunk and usually marked by several light stripes.

BRIEF DESCRIPTION OF THE ANOPHELES MOSQUITO.

All mosquitoes do not cause malaria. It is the female of a kind called *Anopheles* which produces this fever. This mosquito is light or dark brown in colour and usually has black and white patches on its wings. When it is at rest, its trunk, head and body are usually in a straight line at right angles to the wall or surface on which it is resting and its hind pair of legs is stretched out in the air. The *Anopheles* mosquito flies and bites by evening or night, in the day it hides on walls in dark and dirty rooms or in stables and cowsheds.

APPENDIX XIV.

ALGEBRA.

MIDDLE SCHOOL.

Part I.—Algebra as Generalised Arithmetic, the symbols to be taken as representing positive numbers.

(a) Use of letters in Algebra ; Notation ; Substitution.

(b) The process of Arithmetic generalised :—

Addition and subtraction ;

Powers ;

Simple multiplication and division, squares and square roots, H.C.F. and L.C.M., confined to monomials, e.g., $4a^3 b^2$;

Fractions with monomials as denominators. Brackets ; Simplification, addition, subtraction, multiplication and division.

(c) Arithmetical problems worked symbolically, the results expressed as formulæ, e.g., area volume, unitary method, simple interest.

Part II.—(a) Meaning of negative numbers ; extension of the above processes to negative numbers.

(b) Problems leading to simple and simultaneous equations ; solution of simple and simultaneous equations including fractional equations with monomials as denominators.

(c) Easy multiplication and division the multiplier or divisor being a binomial, e.g., $3a-4b$.

(d) Easy factors.

(e) Graphs, plotting points, graphs of statistics, straight line graphs easy simultaneous equations solved graphically.

NOTE.—Part I is suggested as a suitable course for Standard VI and Part II for Standard VII. The order of treatment varies, however, in different text-books and the teacher may use his own discretion as to how the work should be distributed among the standards.

HIGH SCHOOL.

* *Part I.*—More difficult simple equations and simultaneous equations of two and three unknown quantities ; problems.

Factors ; H.C.F. and L.C.M. by factors.

H.C.F. by alternate division.

Fractions.

Literal equations.

Easy identities.

Simple quadratic equations of one unknown quantity solved algebraically and graphically ; problems. Harder multiplication and division.

† *Part II.*—Detached coefficients ; remainder theorem ; square-root ; indeterminate coefficients.

Simultaneous equations of the second and higher degree ; graphical solution in easy cases.

Theory of quadratic equations.

Ratio, proportion and variation.

Arithmetical and geometrical progressions.

Surds and indices.

Nature and use of logarithms with applications.

APPENDIX XV.

GEOMETRY.

MIDDLE SCHOOL.

Part I.—Measurement of straight lines and angles.

Angles at a point.

Parallel straight lines ; corresponding angles, alternate angles, interior angles.

Practical construction of parallels and perpendiculars with set squares.

Easy exercises on drawing to scale ; Points of the compass.

Part II.—Angles of a triangle ; angles of a polygon.

Theorems.—The sum of the angles of a triangle and of a polygon of n sides.

Construction of triangles and quadrilaterals from sufficient data.

Congruent triangles ; the isosceles triangle ; the isosceles triangle theorems.

Harder exercises on drawing to scale ; angles of elevation and depression ; bearing ; heights and distances.

Ruler and compass constructions.

NOTE.—Part I is suggested as a suitable course for Standard VI and Part II for Standard VII but these courses may be rearranged at the discretion of the teacher. It is important that practical exercises should precede theoretical work. No theorem should be enunciated or proved formally until the fact stated in the theorem has first been discovered by the pupil himself by experimental methods. The theorems required for the whole course are Nos. 1 to 14 in Section IA of the High School Course, and the constructions are those contained in Section IB, omitting No. 6. *No formal proof of the theorems marked with an asterisk will be demanded in the examination but easy riders based on these theorems will be given.*

HIGH SCHOOL.

(N.B.—Formal proofs of the theorems marked with an asterisk will not be required in the examination.)

Section I.

A.—*Theorems*—

* 1. If a straight line stands on another straight line, the sum of the adjacent angles so formed is equal to two right angles.

* 2. If the sum of two adjacent angles is equal to two right angles the exterior arms of the angles are in the same straight line.

* 3. If two straight lines intersect, the vertically opposite angles are equal.

* 4. (i) When a straight line cuts two other straight lines, if a pair of corresponding angles are equal, the two straight lines are parallel.

(ii) A pair of alternate angles are equal, or (iii) a pair of interior angles on the same side of the cutting line are supplementary, then the two straight lines are parallel.

* 5. (i) If a straight line cuts two parallel straight lines, corresponding angles are equal.

If a straight line cuts two parallel straight lines,

(ii) alternate angles are equal ; (iii) interior angles on the same side of the cutting line are supplementary.

* 6. Straight lines which are parallel to the same straight line are parallel to one another.

7. The sum of angles of a triangle is equal to two right angles.

Cor. 1.—If one side of a triangle is produced, the exterior angle so formed is equal to the sum of the interior opposite angles.

Cor. 2.—If two triangles have two angles of the one equal to two angles of the other, each to each, then the third angles are also equal.

Cor. 3.—If one angle of a triangle is a right angle, the sum of the remaining two angles is a right angle.

8. In a polygon of n sides, the sum of the interior angles is equal to $2n-4$ right angles.

Cor.—If the sides of a convex polygon are produced in order, the sum of the exterior angles so formed is equal to four right angles.

* 9. If two triangles have two sides of the one equal to two sides of the other, each to each, and also the angles included by those sides equal, the triangles are congruent.

* 10. If two triangles have two angles of the one equal to two angles of the other, each to each, and also a side of the one equal to the corresponding sides of the other, the triangles are congruent.

11. If two sides of a triangle are equal, the angles opposite those sides are equal.

12. If two angles of a triangle are equal, the sides opposite those angles are equal.

* 13. If two triangles have the three sides of the one equal to the three sides of the other, each to each, the triangles are congruent.

14. If two triangles have two sides of the one equal to two sides of the other, each to each, and the angles opposite to one pair of equal sides are right angles, the triangles are congruent.

NOTE.—The ambiguous case should be discussed.

15. If two sides of a triangle are unequal, the greater side has the greater angle opposite to it.

16. If two angles of a triangle are unequal, the greater side has the greater angle opposite to it.

17. Of all straight lines which can be drawn to a given straight line from a given point outside it, the perpendicular is the shortest.

18. The opposite angles of a parallelogram are equal, and the converse.

19. The opposite sides of a parallelogram, are equal, and each diagonal bisects the area of the parallelogram, and the converse of the first part.

20. The diagonals of a parallelogram bisect one another, and the converse.

21. If a pair of opposite sides of a quadrilateral are equal and parallel, it is a parallelogram.

22. The straight line drawn through the middle point of one side of a triangle parallel to another side bisects the third side.

23. The straight line joining the middle point of two sides of a triangle is parallel to the third side, and equal to one-half of it.

24. If three or more parallel straight lines make equal intercepts on any transversal, they make equal intercepts on any other transversal.

B.—Constructions—

1. To bisect a given angle.

2. To bisect a given straight line.

3. To construct an angle equal to a given angle.

4. Through a given point to draw a straight line parallel to a given straight line.

5. To construct a perpendicular to a given straight line (*i*) from a given point in the line ; (*ii*) from a given point outside the line.

6. To divide a straight line into any number of equal parts or in a given ratio.

The construction of angles of 60° , 45° and 30° .

The construction of triangles and quadrilaterals from sufficient data.

Section II.

A.—Theorems—

* 25. The area of a rectangle is measured by the product of the measures of its sides.

26. The area of a parallelogram is equal to the area of a rectangle on the same base and between the same parallels.

Cor. 1.—The area of a parallelogram is measured by the product of the measures of its base and altitude.

Cor. 2.—Parallelograms on the same or equal bases and of the same altitude are equal in area.

27. The area of a triangle is equal to one-half of the area of a rectangle on the same base and between the same parallels.

Cor. 1.—The area of a triangle is measured by one-half the product of the measures of its base and its altitude.

Cor. 2.—Triangles on the same or equal bases and of the same altitude are equal in area.

Cor. 3.—If triangles of the same area have the same or equal bases, their altitudes are equal ; in particular, if two triangles of the same area stand on the same side of the base, or of equal bases in the same straight line, they are between the same parallels.

28. If a parallelogram and a triangle stand on the same base and between the same parallels, the area of the parallelogram is double that of the triangle.

29. The square on the hypotenuse of a right-angled triangle is equal to the sum of the squares on the two sides (Pythagoras' Theorem).

30. If the square on one side of a triangle is equal to the sum of the squares on the other two sides, the angle contained by these two sides is a right angle.

B.—Constructions—

7. Construction of a triangle equal in area to a given quadrilateral.

Construction of a triangle equal in area to a given polygon. Construction of a rectangle equal in area to a given rectangle and having one side of given length.

Construction of a rectangle equal in area to a given polygon and having one side of given length.

Other simple area constructions depending on (*a*) the properties of parallelograms and triangles on the same base and of the same altitude ; (*b*) the Theorem of Pythagoras.

Section III.

A.—Theorems—

31. The locus of points equidistant from two given points is the perpendicular bisector of the straight line joining the two given points.

32. The locus of points equidistant from two given straight lines is the pair of straight lines which bisect the angles between the given lines.

B.—*Constructions*—

The construction or plotting of the loci of points subject to simple geometrical conditions.

Section IV.

A.—*Theorems*—

33. The straight line drawn from the centre of a circle to bisect a chord is at right angles to the chord, and conversely the straight line drawn from the centre of a circle at right angles to a chord bisects the chord.

* 34. There is one circle and only one circle which passes through three given points not in the same straight line.

35. Equal chords of a circle are equidistant from the centre.

36. If two chords of a circle are equidistant from the centre they are equal.

37. The angle which an arc of a circle subtends at the centre is double of that which it subtends at any point on the remaining part of the circumference.

38. Angles in the same segment of a circle are equal to one another.

39. If the straight line joining two points subtends equal angles at two other points on the same side of it, the four points are concyclic.

40. The angle in a semicircle is a right angle.

41. The circle described on the hypotenuse of a right angled triangle passes through the opposite vertex.

42. The opposite angles of a cyclic quadrilateral are supplementary.

Cor.—If one side of a cyclic quadrilateral is produced the exterior angle so formed is equal to the interior opposite angle of the quadrilateral.

43. If a pair of opposite angles of a quadrilateral are supplementary, its vertices are concyclic.

* 44. In equal circles, or in the same circle equal angles at the centre stand on equal arcs, and conversely equal arcs subtend equal angles at the centre.

* *Cor.*—In equal circles, or in the same circle equal angles at the circumference stand on equal arcs, and conversely equal arcs subtend equal angles at the circumference.

* 45. In equal circles, or in the same circle, equal chords cut off equal arcs, and conversely the chords of equal arcs are equal.

46. The straight line drawn perpendicular to a radius of a circle at its extremity is a tangent to the circle.

Cor. 1.—A tangent to a circle is perpendicular to the radius from the point of contact.

Cor. 2.—At every point on a circle one and only one tangent to a circle can be drawn.

Cor. 3.—The perpendicular to a tangent at its point of contact passes through the centre.

47. The two tangents drawn to a circle from an external point are equal to one another.

48. If two circles touch one another, their centres and the point of contact are collinear.

49. The angles which a tangent to a circle makes with a chord drawn through the point of contact are equal to the angles in the alternate segments of a circle.

B.—Constructions—

8. To circumscribe a circle to a given triangle.
9. Construction of tangents to a given circle.
10. Construction of inscribed and escribed circles of a given triangle.
11. Construction of common tangents to two circles.
12. Other simple constructions of circles from sufficient data.
13. The inscription in or circumscription to a given circle by geometrical methods of regular figures of 3, 4, 6 and 8 sides.

NOTE.—High School Geometry under Mathematics comprises Sections I to IV.

Section V.

A.—Theorems—

50. In an obtuse-angled triangle, the squares on the side subtending the obtuse angle is equal to the sum of the squares on the other two sides together with twice the rectangle contained by one of those sides and the projection on it of the other.

51. In any triangle, the square on the side subtending an acute angle is equal to the sum of the squares on the other two sides diminished by twice the rectangle contained by one of those sides and the projection on it of the other.

52. In any triangle, the sum of the squares on any two sides is equal to twice the square on half the third side together with twice the square on the medium which bisects the third side (Theorem of Appollonius).

53. If two chords of a circle intersect at a point within the circle, the rectangle contained by the segments of the one is equal to the rectangle contained by the segments of the other.

54. If from a point without a circle a secant and a tangent to the circle are drawn, the rectangle contained by the whole secant and the segment of it without the circle is equal to the square on the tangent.

Cor.—If two chords of a circle meet when produced at a point outside the circle, the rectangle contained by the segments of the one is equal to the rectangle contained by the segments of the other.

B.—Constructions—

14. The construction of a figure to illustrate the arithmetical identities.

$$(i) \quad (a + b + c + \dots) = ka + kb + kc + \dots$$

$$(ii) \quad (a \pm b^2) = a^2 \pm 2ab + b^2.$$

$$(iii) \quad (a + b)(a - b) = a^2 - b^2.$$

15. The construction of a square equal in area to a given rectangle.
The construction of a square equal in an area to a given polygon.

Section VI.

A.—Theorems—

55. A straight line drawn parallel to one side of a triangle divides the other sides proportionately.

56. If two sides of a triangle are divided in the same ratio, the straight line joining the points of section is parallel to the third side.

57. The bisector (internal or external) of an angle of a triangle divides the opposite side (internally or externally) in the ratio, of the sides containing the angle bisected.

58. If two triangles are equiangular, their corresponding sides are proportional.

59. If two triangles have their sides proportional, they are equiangular, those angles being equal which are opposite to corresponding sides.

60. If two triangles have one angle of the one equal to an angle of the other and also the sides about the equal angles proportional the triangles are similar.

61. If a perpendicular is drawn from the right angle of a right angled triangle to the hypotenuse the triangles on each side of the perpendicular are similar to the whole triangle and to one another.

Cor. 1.—The square on the perpendicular is equal to the rectangle contained by the segments of the hypotenuse.

Cor. 2.—The square on either of the sides containing the right angle is equal to the rectangle contained by the hypotenuse and the segment of the hypotenuse adjacent to that side.

62. The areas of similar triangles are proportional to the squares on corresponding sides.

63 and 64. Proofs of Theorems Nos. 53 and 54 by similar triangles.

B.—Constructions—

16. The construction of a fourth proportional to three given straight lines.

17. The construction of a mean proportional to two given straight lines.

18. The division of a given straight line, internally or externally, in the same ratio as another given straight line is divided.

